Sawyer, E.R.
1934

Comparative study of certain high school marking schemes.

School of Education
May 17, 1934
12085

12085

Digitized by the Internet Archive
in 2014

https://archive.org/details/comparativestudy00sawy

Ed.
Thesis
Sawyer
1934

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

THESIS

A COMPARATIVE STUDY OF CERTAIN HIGH SCHOOL MARKING SCHEMES

Submitted by

Edmund Read Sawyer

(B.S., Dartmouth College, 1912)

In partial fulfillment of requirements for the

degree of Master of Education

1934

First reader - Dr. Jesse B. Davis, Professor of Education
Second reader - Edward J. Eaton, Professor of Education

Boston University
School of Education
Library

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

THESIS

A COMPARATIVE STUDY OF QUALITY HIGH SCHOOL MARKING SYSTEMS

Submitted by

Edward Reed Sawyer

(A.B., Dartmouth College, 1932)

In Partial Fulfillment of requirements for the

degree of Master of Education

1934

A COMPARATIVE STUDY OF CERTAIN HIGH SCHOOL MARKING SCHEMES

TABLE OF CONTENTS

Page

LIST OF TABLES..... 5

LIST OF FIGURES..... 5

LIST OF EXHIBITS..... 6

CHAPTER

I. INTRODUCTION..... 7

The Problem..... 7
Importance of the Study..... 7
Method of Procedure.....10

II. PREVIOUS INVESTIGATIONS OF HIGH SCHOOL MARKING SCHEMES.....12
Investigation by a Committee of the National Association of Secondary School Principals (1922)....12
Walker's Investigation (1924).....14
Odell's Investigation (1925).....16
Goldstein's Investigation (1927).....17
Morland's Investigation (1928).....19
Sherman's Investigation (1929).....20
Warren's Investigation (1930).....21
Investigation by the Department of Education of the State of Washington (1930).....21
Bangs and Greene's Investigation (1930).....22
Billett's Investigation (1932).....24
Summary.....26

III. TYPICAL MARKING SCHEMES IN USE TODAY.....27

A. The Five-Point Marking System.....27
1. Polytecnic High School
Long Beach, California.....27
2. Middletown High School
Middletown, Connecticut.....28
3. McKinley High School
Washington, District of Columbia.....29
4. Montclair Senior High School
Montclair, New Jersey.....30
5. Everett Junior High School
Columbus, Ohio.....31

CHAPTER Page

6. Harvey High School
Painesville, Ohio....33
7. Washington High School
Sioux Falls, South Dakota....33

B. The Four-Point Marking System....35
1. Oskaloosa High School
Oskaloosa, Iowa....35

C. Graphic Rating....37
1. Hamilton Junior High School
Fresno, California....37
2. Woodrow Wilson Junior High School
Pasadena, California....38

D. Distribution Grouping....39
1. Langley Junior High School
Washington, District of Columbia....39
2. John Hay High School
Cleveland, Ohio....41
3. Salina High School
Salina, Kansas....42
4. Senior High School
New Castle, Pennsylvania....43
5. Onaway Junior High School
Shaker Heights, Ohio....45

E. Percentile Grouping....45
1. New Trier Township High School
Winnetka, Illinois....45

F. Median Method of Grading....48
1. Maine Township High School
Des Plaines, Illinois....48
2. J. M. Atherton High School for Girls
Louisville, Kentucky....52

G. Marking Based on Teacher and Pupil Efficiency....53
1. Central High School
Trenton, New Jersey....53

H. Pupil Evaluation without Traditional Marking....56
1. Newton School Department
Newton, Massachusetts....56
2. Thomas Starr King Junior High School
Los Angeles....64

IV. SUMMARY AND CONCLUSIONS....66

CHAPTER Page

V. BIBLIOGRAPHY.....69

1. Magazine Articles.....69

2. Books.....70

3. Miscellaneous Material.....71

4. Newspapers.....72

VI. APPENDIX.....73

LIST OF TABLES

Page

1. Forms in Which Marks are Issued.....25
2. Grade Marks in Polytecnic High School
   Long Beach, California.....27
3. Men Teachers' Marks-Women Teachers' Marks.....28
4. Definitions of A, B, C, D and F Students
   Washington High School, Sioux Falls, S. D.....34

LIST OF FIGURES

1. Distribution of Marks, Onaway Junior High School
   Shaker Heights, Ohio.....46

LIST OF EXHIBITS

Page

A. Trial Promotion Form, Everett Junior High School
Columbus, Ohio.....73
B. Graphic Rating Scale, Hamilton Junior High School
Fresno, California.....74
C. Graphic Rating Scale for Attitudes and Other Characteristics, Woodrow Wilson Junior High School
Pasadena, California.....76
D. Computation of Effort Marks, John Hay High School
Cleveland, Ohio.....77
E. Habits and Attitudes Desirable for Social and Vocational Acceptability, Above School.....79
F. Report Card, New Trier Township High School
Winnetka, Illinois.....82
G. Median Method of Grading, Maine Township High School
Des Plaines, Illinois.....83
H. Pupil Efficiency Chart, Senior High School
Trenton, New Jersey.....85
I. Teacher Efficiency Chart, Senior High School
Trenton, New Jersey.....86
J. Suggested Criteria for Pupil Study and Evaluation
Newton Public Schools, Newton, Massachusetts....87
K. Report Data Form, Newton Massachusetts.....90
L. Parent Conference Check List, Newton, Massachusetts...91
M. Sample Cases Illustrating the Use of the New Pupil Evaluation Forms and Procedures, Newton, Mass...92
N. Specimen Letter Reports to and Replies from Parents
Thomas Starr King Junior High School
Los Angeles, California.....98

A COMPARATIVE STUDY OF CERTAIN HIGH SCHOOL MARKING SCHEMES

CHAPTER I

The Problem

Dr. Roy O. Billett, in his recent excellent monograph, "Provisions for Individual Differences, Marking and Promotion,"* informs us that out of 258 different high schools selected for intensive study, it was found that there existed 100 variations of marking schemes. Much discussion is encountered in current periodicals and newspapers concerning the various schemes of marks, all the way from very elaborate methods to the recent trials of so called "no-marking" systems. Believing that here lies a rich field for investigation, the writer of this thesis proposes to present a number of marking plans which are in use today in typical progressive high schools throughout the country; to discuss their merits and shortcomings; and, if possible, to designate one or more which, because of outstanding excellence, should be in general use.

Importance of the Study

A headline in a recent issue of a Boston newspaper reads, "School Grading System Changed."** The article says, "Boston school children, whose grades have been recorded for decades in letters from 'A' to 'E' will be marked on a numerical scale in

---

*"Provisions for Individual Differences, Marking and Promotion," Roy O. Billett, Bulletin, 1932, No. 17, p. 425, National Survey of Secondary Education, No. 13, Monograph. Superintendent of Documents, Washington, D. C.

**The Boston Herald, Boston, Massachusetts, October 17, 1933

the future, Chairman William Arthur Reilly announced at a school committee meeting last night. The change will be effective immediately. Teachers who are graded by letters when supervisors visit them in action in classes, will likewise be marked according to the numerical scale with '100' at the top. Reilly said that the old system had been criticized because it failed to reveal at a glance the standing of the pupil or teacher."

Two days later in the same newspaper we find the headline, "Newton Grade and Junior High Schools Abolish All Marks and Report Cards."* The article states that public flunking is unfair, and that conferences with pupils and notes to parents will be substituted for report cards. Mr. Lund, Superintendent of the Newton Schools, states that the new plan leads the way to the abolition of the unfair and undemocratic practice of giving awards for scholarship, physical prowess, and school service. He recommends that distinction should come as it does in adult society. Later we read, "What! No More Report Cards? Experiment in Newton Is Winning Approval."**

Mr. Fred Charles, chief editorial writer for the Buffalo Times and former editor of "School Topics," in a recent number of "Parents' Magazine"*** asks this question: "Just how do these teachers arrive at these grades of 65 or 70 or 98, especially in such subjects as history and geography? Just how do they decide that a grade should be 70 and not 71 or 69? This has puzzled me since childhood and nobody has yet explained it satis-

*The Boston Herald, Boston, Massachusetts, October 19, 1933
**The Boston Herald, Boston, Massachusetts, December 3, 1933
***Parents' Magazine, October, 1933, Volume VIII, No. 10, p. 13

factorily."

Dr. Roy O. Billett, in a recent address* says that he is not yet convinced that we should remove the marking system from our administration of schools.

Almack and Lang are responsible for the statement that the unreliability of teachers' marks has been proven in many ways.** The same examination paper when graded by different teachers is given grades running from twenty per cent to ninety per cent. The same teacher has graded the same paper several times at short intervals and assigned a different grade each time. Teachers' opinions as to the intelligence and achievement of pupils differ from results obtained on tests that are of sufficient reliability to warrant the belief that the test results are right and that the teachers' guesses are wrong.***

Harl R. Douglass**** says that "most principals are aware of the fact that teachers' marks, even final marks, are unreliable, different teachers assigning different marks for the same quality of achievement, and even the same teacher assigning different marks, though in less degree, for the same achievement at different times. It is also shown that supposedly equivalent examinations covering the same subject matter vary so much in difficulty that the mark of the pupil is determined largely by the

---

* "Marking Systems," An address delivered by Dr. Billett to the J. B. Davis Clubs of Harvard and Boston Universities, University Club, Boston, Massachusetts, January 17, 1934

** "The Beginning Teacher," J. C. Almack and A. R. Lang, Houghton Mifflin Co., 1928, p. 215

*** Ibid, pp. 216-17

**** "Organization and Administration of Secondary Schools," Harl R. Douglass, Ginn and Co., 1932, p. 398

relative difficulty of the examination. Studies of the marks in various schools have shown that in a given school one teacher may assign so many more high marks and so many fewer poor marks than another teacher assigns to the same pupils that the 'B' of the one teacher is equivalent to the 'C' or the 'A' of the other."

In a recent committee meeting at the School of Education, Boston University, it was voted that as far as possible, instructors abandon the present marking system of A, B, C, etc. and as a substitute, in the case of undergraduates only, use only three designations: H for honors, to be used but rarely, S for satisfactory, and D for doubtful.

The foregoing evidence cannot fail to impress one with the fact that there is, at the present time, a great amount of discussion and thought being given to the subject of marks in all sections of the country concerning all types of educational work from the grades through the college.

Method of Procedure

The National Survey of Secondary Education* mentions a number of junior and senior high schools throughout the United States whose marking systems are characterized by certain outstanding features. The writer of this thesis felt that if he could receive data from these schools he would have first hand information which would be of real value in his study of typical marking schemes.

*"Provisions for Individual Differences, Marking and Promotion," Roy O. Billett, Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 13, Superintendent of Documents, Washington, D. C. pp. 430 ff

The following letter was sent to twenty high schools:

> "Will you be kind enough to send me one of your individual reports which go home to parents at stated intervals? I would also appreciate very much any special information which you may care to give me regarding your marking system. I expect to write a thesis on this phase of administration and would be very grateful for your help. Enclosed is six cents in postage. Thank you for any assistance you give me."

The response was extremely gratifying as one hundred per cent of the principals addressed replied promptly, cheerfully, and helpfully. Here is a complete list of the schools to which letters were sent:

Senior High School, New Castle, Pennsylvania
Salina High Schools, Salina, Kansas
Polytechnic High School, Long Beach, California
John Hay High School, Cleveland, Ohio
Middletown High School, Middletown, Connecticut
McKinley High School, Washington, District of Columbia
J. M. Atherton High School for Girls, Louisville, Kentucky
Everett Junior High School, Columbus, Ohio
Harvey High School, Painesville, Ohio
Washington High School, Sioux Falls, South Dakota
Hamilton Junior High School, Fresno, California
Oskaloosa High School, Oskaloosa, Iowa
Woodrow Wilson Junior High School, Pasadena, California
Langley Junior High School, Washington, District of Columbia
New Trier Township High School, Winnetka, Illinois
Maine Township High School, Des Plaines, Illinois
Central High School, Trenton, New Jersey
Onaway Junior High School, Shaker Heights, Ohio
Montclair Senior High School, Montclair, New Jersey
Thomas Starr King Junior High School, Los Angeles, California
Newton School Department, Newton, Massachusetts

CHAPTER II

PREVIOUS INVESTIGATIONS OF HIGH SCHOOL MARKING SCHEMES

Before entering upon the presentation of the marking procedures of the schools selected for study, it should be in order to review briefly some of the investigations which have taken place during the last decade.

Investigation by a Committee of the National Association of Secondary School Principals (1922)*

A questionnaire was used in 1922 by a committee of the National Association of Secondary School Principals relative to the status of the movement among high school teachers and administrators in the direction of the standardization of teachers' marks. The questionnaire was sent to approximately five hundred of the leading high schools of the United States. No state was omitted from the investigation. Replies were received from 262 high school administrators whose schools represented a total enrolment of more than 262,000 pupils. These were of all sizes ranging from 48 to 3,468 in total enrolment. The average size was over 1,000 due to the very generous response from the principals of the larger schools.

Part I of the questionnaire dealt with the system of marking in common use with relation to the symbols used, passing marks and the like. The results were:

*"Report on Standardizing Teachers' Marks," C. W. Whitten, Sixth Yearbook of the National Association of Secondary School Principals, George Banta Publishing Company, 1922, pp.183-202

1. 156 schools having 175,000 pupils used some form of group system marking; 103 schools having 85,000 pupils used a percentage system.
2. Of the schools using group systems, 102 used pure symbols such as "A, B, C, D, E" or "1, 2, 3, 4, 5"; 54 schools used letters such as "S" for "Superior", "E" for "Excellent" and "VG" for "Very Good".
3. Of the 156 schools using some form of group system marking, all but twelve had specific translations into the percentage system.
4. Seventy or seventy-five per cent constituted the passing mark in seven-eighths of the schools whether using a group system or a percentage system of marking.
5. Four schools reported 50 per cent as the passing mark, one 55 per cent, fifteen 60 per cent, and three 80 per cent. The schools having the lower passing marks were nearly all in the eastern part of the country.

Part II of the report summarized the results of the inquiry regarding procedures in the distribution of marks. The principal conclusion regarding this phase of the investigation showed that 84 schools with an enrolment of 81,500 pupils required some more or less definite distribution of marks according to some specific scale, while 172 schools with an enrolment of 178,000 pupils had no definite distribution of marks.

Part III of the report dealt with the results of the re-

plies to inquiries regarding the granting of excess credit and the classification of pupils according to ability. Of the 262 schools reporting, only 30 stated that they gave excess credit for superior work. 119 schools were endeavoring to classify pupils according to ability.

The remainder of the report was devoted to suggestions and to a summary of the marking codes submitted by several principals who were using these qualitative codes in marking scholarship and citizenship.

Walker's Investigation (1924)*

Walker sent a questionnaire to one hundred high school principals with the hope of finding out the custom of those schools in widely scattered sections of the United States with respect to such matters as: "To what extent are formal examinations, the averaging of marks, and the making of records and reports distinctly beneficial to high school students?" Eighty-one replies were received including schools ranging in enrolment from 175 to 5,5000.

The portions of Walker's investigation having to do with marking systems dealt with the types of systems used, the use of the normal frequency curve, and exemption from examinations. In reply to the question: "Are pupils' grades expressed in letters or by the percentage scale?"the following results were obtained:

*"Examinations in High School" Hugh A. C. Walker
School Review, Volume XXXII pp. 209-17 1924, March

Marking System	East	South	Central	Middle West	West	Number of Schools
Letters or numbers	6	6	11	10	4	37
Letters and percentage scale	1	4	6	2	-	13
Straight percentage scale	3	10	9	-	1	23
Total	10	20	26	12	5	73

Thirty-seven of the seventy-three schools replying used letters or numbers, thirteen used letters and a percentage scale, and twenty-three used a straight percentage scale.

In reply to the inquiry concerning schools which based their marks on the normal frequency curve, only thirteen schools claimed to have any regard for this method of distributing marks. Of these thirteen, eight were located in the middle west.

In response to the question: "Are pupils excused from examinations?" the results were:

	East	South	Central	Middle West	West	Number of Schools
Yes	2	8	7	3	1	21
No	2	8	11	4	3	28
Total	4	16	18	7	4	49

Twenty-one of the forty-nine schools reporting excused pupils from examinations while twenty-eight did not. Scholarship requirements ranged from 80 to 90 per cent, and usually there was

the stipulation that conduct and attendance must be satisfactory. Four of the schools exempted all pupils with good daily marks except seniors and two schools exempted seniors only.

Odell's Investigation (1925)*

This study by Odell included 281 four-year high schools in Illinois. Considering the minor variations which were found to exist in their marking systems, he discovered that there were about one hundred different schemes. Making further combinations, two major classifications resulted; namely, percentile systems and letter or numeral systems.

Some of the most important results of this investigation were:

1. 206 of the 281 schools used percentile systems, while 75 schools used letter or numeral systems.
2. More than 25 per cent of the schools using percentile systems, established 70 per cent as a passing mark, while almost 75 per cent of the schools used 75 per cent as a passing mark.
3. About 40 per cent of the 281 schools granted conditions, the most important conditioning mark being 70 to 74 per cent with 75 per cent as the passing mark.
4. The number of letters in the letter systems varied from three passing marks and one failing mark to seven passing marks and one failing mark.
5. The most common practice of the letter systems was to

*"High School Marking Systems" C. W. Odell
School Review, Volume XXXIII pp. 346-354 1925, May

use four passing marks and one failing mark (without conditions).

6. About two-thirds of the schools using letters used A, B, C, D, E; one-fifth of the schools used descriptive terms, and the remaining schools used numerals.
7. Almost two-thirds of the schools using letters or numerals did not use plus and minus signs.
8. About three-fifths of the letter systems were translated into percentages.
9. About sixteen per cent of all the schools reported that some attention was paid to a normal frequency distribution.
10. The most generally used system was a percentile system with 75 per cent as the passing mark and no conditions.

Odell's investigation emphasized the many variations that exist in marking procedures (even among systems of the same type) and the consequent need for greater uniformity. In view of this great diversity of practice, an ideal system of marking was suggested and described as a step toward greater uniformity.

Goldstein's Investigation (1927)*

Goldstein made a study of the pupil rating and report used in more than sixty cities representing all sections of the United States. The results of the question: "Shall we rate by literal marks, symbols, per cent marks, numbers, arithmetical

* "Pupil Rating and Report Cards" H. W. Goldstein
Journal of Educational Method
Volume VII pp. 128-33 December, 1927

signs, descriptive terms, or other means?" involving sixty report cards, were:

1. Fourteen cities used letters with percentage equivalents.
2. Thirteen used letters with descriptive terms.
3. Four used percentage ratings with descriptive terms often noted.
4. Three used descriptive terms such as "Fair","Good," "Excellent," etc.
5. Five used numbers, arithmetical signs, or symbols.
6. Two rated on the basis of ten.
7. Three rated on the basis of normal probability curves using scales such as, "Above Average," "Average," and "Below Average."

The current practices in forty-seven cities whose report cards were studied with the purpose of answering the question: "Shall we rate phases of school work other than intellectual achievement?" were found to be:

1. Nineteen cities rated one or two general items such as deportment, conduct, and effort.
2. Seventeen cities rated in a series of desirable qualities such as, "Habits and Attitudes of Good Citizenship," "Social Relationships," "Work Habits," etc.
3. Five cities rated desirable qualities, but instead of rating in subdivisions, only one rating was given to

the habit or quality which was described rather fully by a series of phrases or sentences.

4. Six cities had separate report cards for citizenship, attitudes, etc.

Goldstein emphasized the fact that there was an increasing tendency to rate in habits, attitudes, and qualities of good citizenship, character, and social relationships. The qualities, habits, and attitudes most frequently used on report cards were found to be: Courtesy, Service, Initiative, Reliability, Cooperation, Self-control, Self-reliance, Consideration, Industry, Obedience, Dependability, and Perseverance.

Morland's Investigation (1928)*

Morland sent a questionnaire to 510 four-year high schools in the state of Illinois with the intention of finding out the exact purpose of the final examination. He asked for information regarding marking. 182 schools reported and they represented a total enrolment of 129,325. Ninety-five, or fifty-two and two-tenths per cent of the 182 schools canvassed were found to use the percentage system of marking; eighty-two, or forty-five and one-tenth per cent used the letter system. One school used a ranking system. Four schools failed to answer the question.

In regard to the passing mark of the 182 schools, 107 had a passing mark of 75 per cent; 53 had a passing mark of 70 per cent; two had a passing mark of 60 per cent; one had a passing

*"The Use of Final Examinations in the Four-Year High Schools in Illinois" Benton DeFord Morland Unpublished Master's Thesis, Department of Education, Univ. of Chicago p. 98 1928

mark of 65 per cent. The remaining 21 schools had no numerical value for their passing mark or else they failed to report.

The results of the inquiry regarding exemptions from examinations revealed that eighty-five, or fifty-three and eight-tenths per cent, of the 160 schools reporting, did not grant exemptions from semester examinations, while seventy-three, or forty-six and two-tenths per cent, did grant exemptions.

Sherman's Investigation (1929)*

In this investigation a questionnaire was sent to twenty-five private schools in many different parts of the country. Thirteen of these schools replied. Some of the more important results of the study are as follows:

1. Eleven of the thirteen schools used the percentage system as a basis for marking. One of the remaining two schools used the four-point system with the symbols, A, B, C, D. The other school used the five-point system with the symbols, A, B, C, D, F.
2. The passing marks of the schools using the percentage system varied with individual schools-60, 70 and 80 per cent were used; the college recommending marks also varied from 60 to 80 per cent. The two schools using the letter system used "B" as the college recommending mark.
3. The majority of the schools reported that marks were

*"A Study of Marking Systems" J. L. Sherman
Independent Education, Volume III, pp.13,19 1929, October

based largely upon the mastery of subject matter, although some stated that industry and effort entered into the mark.

4. Most of the schools reported that the instructors followed no set rule as to what made up a given mark but that it rested with the individual instructor.
5. Only three of the thirteen schools used a frequency curve. One of the three used the normal distribution curve for comparison only, and the other two used a modified form of the curve.

Warren's Investigation (1930)*

Forty-one high schools in Central New York were requested by means of a questionnaire to report the marking systems in use. Thirty-one of the schools used the numerical or percentage system, five schools used the letter system, and three schools used letters for classroom work and percentages for tests. In regard to the passing mark used in the forty-one schools, Warren found that twenty-two of the schools used 75 per cent, seven used 65 per cent, five schools used 70 per cent, two schools used a mark of "C", and the remainder had no definite passing mark or failed to report.

Investigation by Department of Education of the State of Washington (1930)**

The results of a questionnaire sent to two hundred fifty-

---

*"Study of the Grading Systems in Forty-One Schools in Central New York" Skaneateles, N.Y. Carl V. Warren 1930

**"Possibilities in Uniform Grading" High School Teacher Volume VI, pp. 305-6 Payne Templeton 1930, October

two high schools in the State of Washington revealed that one hundred ninety-three of the schools employed a five-symbol scale of marks. In contemplating a uniform marking system for the State of Washington, the State Supervisor of High Schools made an investigation to ascertain the extent of uniform marking in this country. The investigation revealed that eight of the forty-eight states and Alaska had officially adopted a plan of uniform marking. These eight states were:

California
Georgia
Idaho
Michigan
Mississippi
Oregon
Utah
Wisconsin

Some of these states used the letters, others, the numbers.

The State of Washington has now adopted a five-point marking system in which A, B, C, D represent the passing marks and X represents unsatisfactory work or failure.

Bangs and Greene's Investigation (1930)*

Inquiry blanks were sent to a large group of superintendents in the State of Iowa with the request that a representative high school teacher, a representative junior high school teacher or upper grade teacher, and a representative intermediate grade teacher, each be asked to fill out copies of the blanks. This plan was followed in order that any apparent difference in pro-

---

*"Teachers' Marks and the Marking System" p. 44 1930 Cecil W. Bangs and Harry A. Greene
University of Iowa Extension Bulletin, No. 244, College of Education Series No. 26. Iowa City, Iowa: Bureau of Educational Research and Service, University of Iowa

cedure in the various departments of the schools might be revealed.

The teachers' replies to the question:

a. "If you grade on a letter scale such as A, B, C, etc., give your letter scale here;
b. "If you grade in per cent, what is your passing mark?"

were as follows:

Marking System	Number of Replies	Per Cent
1. Six-point letter scale	8	7.1
2. Six-point letter scale with percentage equivalents	16	14.3
3. 75 per cent as a passing mark	26	23.3
4. Five-point letter scale	21	19.9
5. Five-point letter scale with percentage equivalents	29	26.0
6. Seven-point letter scale	5	4.3
7. 70 per cent as a passing mark	2	1.7
8. Ten-point letter scale	3	2.6
9. 60 per cent as a passing mark	1	.8
Total	111	100.0

The replies to the question:

"What proportionate weighting or credit is given to daily class work?"

were distributed as follows:

Amount of Credit	Number of Replies	Per Cent
1. 3/4 credit	18	16.2
2. 2/3 credit	52	46.8
3. Not uniform, some 2/3, some 3/4	17	15.3
4. Varies from 1/2 to 3/4	16	14.4
5. 4/5 credit	1	.9
6. No definite amount	1	.9
7. 1/2 credit	5	4.5
8. 1/4 to 1/3 credit	1	.9
Total	111	99.9

In answer to the question:

"To what per cent of the class do you assign a superior grade? Good? Average? Below Average? Failure?

the replies were distributed as follows:

	Number of Replies	Per Cent
1. No definite plan	28	13.6
2. 5-20-50-20-5	71	34.2
3. Give grades earned regardless of distribution	2	1.0
4. 5-15-60-15-5	8	3.9
5. 10-15-50-15-10	12	5.9
6. Varies with different classes	12	5.9
7. 7-24-38-24-7	25	12.3
8. Normal curve	6	2.9
9. 1/8-2/8-3/8-2/8-1/8	4	2.0
10. 10-30-40-10-10	3	1.6
11. Miscellaneous schemes, not more than two or three alike	34	16.6
Total	205	99.9

Billett's Investigation (1932)*

On the basis of replies from more than 2,000 individual schools, 48 state departments of education, and 227 city superintendents to preliminary general inquiries of the National Survey, 427 schools were selected as likely to represent the best current practices in marking. From 273 replies, 258 were selected for intensive study.

In four-fifths of these schools the marks are given in the form of letters or equivalent symbols such as Arabic or Roman numerals.

---

*"Provisions for Individual Differences, Marking and Promotion" pp. 425-426
Bulletin, 1932, No. 17
National Survey of Secondary Education
Monograph No. 13

Roy O. Billett
Superintendent of Documents
Washington, D.C.

Forms in which Marks are Issued

Form	Frequency Number	Per Cent
1. Letters or other symbols	210	81
2. Percentages	67	26
3. Class ranks	25	9
4. Percentile ranks	7	3
5. Written records or logs of pupil progress	4	2
6. Accomplishment quotients	2	1
7. Sigma scores	2	1

The excess of 100 per cent is accounted for by the fact that some schools issue marks in more than a single form.

Two-thirds of the marking systems studied by Dr. Billett have been developed within the last ten years. 100 variations are in use in these 258 schools.* Class ranks, percentile ranks, written records or logs of pupil progress, accomplishment quotients, and sigma scores are being used only occasionally. The five-point marking system predominates.

Many outside items are having their influence on the traditional marks. One of the less generally realized is the sex of the teacher. There is a tendency to make achievement marks in subject matter a composite of many things other than pure scholarship. To counteract this tendency successfully there has been an extension of the marking system in many schools to include separate ratings in all the varying activities. In the judgment of Dr. Billett the most successful efforts to interpret marks to pupils and parents "involve ranking and graphical methods."**

*Op. cit., pp. 458-59

**Op. cit., p. 461

Summary

In six of the ten investigations dealt with in this chapter a majority of the schools included used some form of symbol-type marking. In the remaining four studies a majority of the schools used the percentage-type marking. Descriptive, numeral, or weighted credit systems were found to be in use in a relatively small number of schools.

CHAPTER III

TYPICAL MARKING SCHEMES IN USE TODAY

A. The Five-Point Marking System

1. Long Beach, California

In the teachers' supplement of the handbook of the Polytechnic High School of Long Beach, California is a list of the grade marks used:

A- Excellent	93-100
B- Good	85-92
C- Fair	77-84
D- Passing	70-76
F- Failure	

Two other designations are made, although the system is essentially a five-point scheme. A mark of D-(passing) is to be given to pupils who lack ability for normal accomplishment but whose effort, attendance and citizenship are commendable, and who would not profit by repeating the subject. Inc., Incomplete, is given on account of the late entrance or absence during the latter part of a semester and providing the work is otherwise of passing grade. Grades are given for the first quarter and for the semester. A grade of F may be given for the semester even if a passing grade was given for the first quarter.

The following tables give rather conclusive evidence that

pupils seem to receive better marks if they happen to have a teacher of their own sex. The figures regarding the men teachers are based on 22,410 marks for boys and 8,525 marks for girls.*

	A	B	C	D	F
Boys	22%	32%	28%	12%	6%
Girls	16%	31%	32%	16%	5%

The figures regarding the women teachers are based on 32,422 marks for boys and 49,702 marks for girls.

	A	B	C	D	F
Boys	11%	30%	35%	17%	7%
Girls	18%	38%	30%	10%	4%

These interesting tables indicate one factor, hitherto obscure and probably unsuspected, which enters into the composite nature of so-called scholastic marks.

2. Middletown, Connecticut

The Middletown High School, Middletown, Connecticut uses a five-point system with the addition of A-, B-, and C-. The passing mark is a D or 70% and is based on the average of daily recitations and the examinations. An average of 85% is required for college certification. The range between marks is only 5%. This seems to be a rather short step when one considers that a pupil might very easily have fallen into a higher or lower grouping, had he happened to have had the good fortune or bad

*"Provisions for Individual Differences, Marking and Promotion" p. 429
Bulletin, 1932, No. 17
National Survey of Secondary Education
Monograph No. 13
Roy O. Billett
Superintendent of Documents
Washington, D. C.

fortune to have been assigned to a teacher who would have given him a grade one per cent higher or lower than that which he actually received.

3. Washington, District of Columbia

In the McKinley High School, Washington, District of Columbia the principal, Mr. F. C. Daniel, sends the following notice to parents concerning the marking scheme:

> "A uniform system of marks for all grades of the public school system has been adopted by the Board of Education.
>
> "The marks are as follows:
>
> A to be interpreted as Superior
> B to be interpreted as Above Average
> C to be interpreted as Average
> D to be interpreted as Below Average
> F to be interpreted as Failure
>
> "In the McKinley School the classes are divided into two or three groups and pupils are assigned to these groups according to the work they do. Those who do the best work are assigned to one group, the next best to another, etc. This assignment is not permanent but can be changed as and if the pupil's work improves or diminishes. The same letters are used in each group but numerical exponents 1, 2, and 3 are added to the letters to indicate the group to which the pupil has been assigned, as for example, A^1, B^2, C^3. It will be seen that it is possible for two children in the same family and taking the same subject to receive reports bearing the same letters but doing different grades of work as indicated by the exponents. One may be doing average work in a rapidly moving group while the other is doing average work in a slowly moving group.
>
> "The standard set for group 1 is that accepted for college certification. Only grades A^1, B^1 C^1, D^1, will fulfill this requirement."

It is difficult for one to understand how a pupil doing C, Average or D, Below Average work, even though he is in the

l group, which is the rapidly moving group, can rightfully be entitled to college certification.

4. Montclair, New Jersey

The scholastic marks at the Senior High School, Montclair, New Jersey embrace the first five letters of the alphabet, and are interpreted as follows:

A-Excellent
B-Good
C-Fair
D-Passing, but unsatisfactory
E-No Credit

On the reverse side of the report card is the heading, "Explanation of Scholastic Marks" under which comes the following information:

> "Wherever possible, teachers will attempt to indicate to parents by check marks, the explanation of unsatisfactory marks.
> More regular attendance-Daily attendance is important. Absence affects not only the day lost but the day of the return. In cases of excusable absence, the work may be made up insofar as the school can help the pupil. Tardiness is usually an indication of carelessness. The withdrawal of pupils for part of the day should be avoided.
> Preparation of work-The pupil's work should give evidence of thoroughness, accuracy, and independence. A normal load of four subjects with physical training should make necessary approximately three hours of home study each day in order to qualify for grades of B or better. The school tries to teach pupils how to study, and is always glad to confer with parents and pupils on efficient methods of working.
> Cooperation in class activity-A check after this point would indicate that improvement is especially urged in the pupil's attention, deportment, and contribution to the work of the class.

Achievement in tests-A pupil's mastery of a subject is indicated by his ability to retain and summarize, to think for himself, and to apply what he has learned."

Honor Rolls

With highest honor-All marks in prepared work A and no mark lower than B.
With high honor-Half or more of the points A and no mark lower than B.
With honor-No mark lower than B.
Honorable mention-Not more than six points C, and no mark below C.

Pupils to qualify for the Honor Roll must carry a minimum of twenty points a year.

The explanation of scholastic marks seems to deal principally with the explanation of unsatisfactory marks. To desighate A work simply as excellent, B as good, and so on, does not seem to give the pupil and parent a real conception of just what is meant.

5. Columbus, Ohio

The grade code used in the Everett Junior High School, Columbus, Ohio is:

A--Excellent	93-100%
B--Good	85- 92
C--Average	77- 84
D--Low	70- 76
E--Unsatisfactory	Below 70

This system has but recently been inaugurated in the Columbus schools. In a message to his teachers, Principal H. C. Marshall says:

"Your humanity will willy nilly affect your marking. As human beings and not mere automatons you cannot mark without thinking of your pupils as affected by scholarship standards and by stan-

dards of humanity at its best.

"We need simplicity in our scoring system. Minute figuring is unduly burdensome in a Junior High School dealing with immature children where teachers are perforce broadly interested in human values rather than being subject centric and where the school itself is broadening and exploratory rather than specialized and exacting."

Mr. Marshall has a system of trial promotion which occasions the sending of three reports each semester to failing pupils, one offering trial promotion and two reporting progress. A copy of this form will be found in the Appendix and is designated as "Exhibit A."

The point card is used in the Everett School and gives one a good idea of what is being done in a few schools to extend marking to all the objectives of the school. A definite schedule providing for the earning of points through the attaining of specified standards in scholarship, attendance, physical improvement, and citizenship is used. In scholarship: attaining the honor roll at the end of any marking period or semester; or securing honorable mention at the end of any marking period or semester; in attendance, having perfect attendance during any marking period or semester; under the heading of physical activities: serving on any school team or as manager or assistant manager; under the heading of citizenship: for holding office or membership in any of the recognized extra-curriculum activities of the school. If the pupil should complete all the requirements

in each of these four fields above mentioned, he is awarded the Everett "E" which is presumably a block letter to be worn on a sweater. It possibly is to be regretted that "E" in the grade code represents unsatisfactory work below 70% while another sort of "E" represents something of which to be very proud.

6. Painesville, Ohio

Principal A. L. Baumgartner writes that their grading code is as follows:

A--Very Superior
B--Distinctly Above the Average
C--Average
D--Distinctly Below the Average
E--Failure

He says that wherever possible it is attempted to prevent the use of the percentage system.

It seems, in the opinion of the writer of this thesis, that if a five-point system of marking is to be used, the meanings of the letters, as given above, are distinctly better than the traditional, Excellent, Good, Fair, etc. because the latter offer the possibility of too wide a range of interpretation.

7. Sioux Falls, South Dakota

In the Washington High School, Sioux Falls, South Dakota we find that the letters used in its five-point marking scheme are:

A--Excellent
B--Above Average
C-- Average
D--Below Average
E--Failure

In the student handbook is a careful explanation of the above grades as follows:

An "A" student

1. Constantly does more work than is required.
2. Has a wide vocabulary at his command.
3. Is always alert and takes an active part in all class discussion.
4. Has unusual dependability in taking assignments.
5. Is prompt, neat, and thorough in all work and unusually free from teachers' corrections.
6. Knows how to use books and is a rapid reader.
7. Has initiative and originality in attacking new problems.
8. Has ability to associate and re-think the problem, and can adapt himself to new and changing situations.
9. Has enthusiasm and interest in the work.
10. Has ability to apply ideas gained in study to every day life.

A "B" student

1. Frequently does more than is required.
2. Has a good vocabulary and ability to speak with conviction.
3. Is unusually alive to the situation in hand.
4. Is careful in complying with assignments.
5. Is eager to attack new problems and profits by criticism.
6. Is prompt, neat, thorough and usually accurate in all work.
7. Has ability to apply the general principles of the course.

A "C" student

1. Does what is required.
2. Possesses a moderate vocabulary.
3. Is willing to apply himself during class work.
4. Does daily preparation with comparative freedom from carelessness but preparation is often limited by personal interests.
5. Is attentive to assignments.
6. Has ability and willingness to comply with instructions and a cheerful response to corrections.
7. Is reasonably prompt and thorough in all work.
8. Has average neatness and accuracy in all work.
9. Has ability to retain recollectively the general principles of the course.

A "D" student
1. Usually does what is required.
2. Attendance is often irregular.
3. Tools and equipment for working sometimes lacking.
4. Frequently "misunderstands" the assignment.
5. Is willing but is mentally slow in complying with instructions and corrections.
6. Is careless in the preparation of assignments.
7. Is lacking in thoroughness and is sometimes tardy with work.
8. Is careless in the presentation of work.

An "E" student
1. Usually does a little less than is required.
2. Is listless and inattentive in class.
3. His tools and equipment for work often lacking.
4. Is always tardy with work.
5. Seldom knows anything "outside the lesson."
6. Retains only fragments of the general principles of the course.
7. Lacking in qualities of the first three groups to the extent that he cannot or will not do the work.

It is doubtful whether any particular "A" student or any other class student would happen to have all the qualifications listed nor is it possible that those who formulated these explanations expected such would be the case. It is presumed that they are merely to be used as general guides. It is a question whether there could not be considerable simplification. It would be surprising if all teachers could truthfully say that they went over this entire list of forty-one separate items for each pupil at each marking period.

B. The Four-Point Marking System

1. Oskaloosa, Iowa

Mr. Russell C. Hartman, Principal of the Oskaloosa High School, Oskaloosa, Iowa, in a very complete letter goes over

quite thoroughly the subject of marking. He says that the code is:

%	
91-97+	Superior-in work and accomplishment, both in general and in particular.
87-90	Very Good-Substantially meritorious work. Pupils doing considerable daily work and meeting reviews and tests with definite satisfaction.
82-86	Fair-Substantially better grade of work than is indicated by 75-81 grades. Many students earn grades here.
75-81	Poor-Unsatisfactory-yet hardly warranting repetition of the course, everything considered.

A splendid feature of the Oskaloosa High School report card is the space for entering, in each subject, just above the grade for the individual pupil, the class average, and just below, a space for recording the highest grade in the class for that particular subject. Other schools use a variation of this method by entering the class median in conjunction with the individual pupil's mark.

Mr. Hartman says:

> "Our scholastic average of pupils in all subjects, is approximately 83%. To attain recognition on the 'honor roll' at the close of six weeks and semester periods, a pupil is required to have an average of 89.5% or above in all his regular work, which usually comprises four subjects. In our school the 'honor roll' is determined by finding the sum of the grades earned in the period for the four regular subjects, and dividing by four; that is, we do not require necessarily a pupil to make a grade of 90% in each particular subject, as such.

"Our 'honor roll' is substantially heavy. We are beginning to consider seriously the advisability of discontinuing our present plan, and requiring that a pupil earn during any period, a grade of 90% or higher in each subject carried, rather than to secure an average of 90% in all work."

Continuing, Mr. Hartman says:

"It may interest the research student engaged in the study of our marking system, to know that our pupils generally, and almost without exception, have made good at college or university. We have not had, during the last twelve years a single student reported by college or university as doing failing work during his or her Freshman year. Also, our pupils have excellent records in commercial and normal training fields. Our standards are definite and while reasonable, make substantial demands for thorough-going application and accomplishment.

C. Graphic Rating

1. Fresno, California

We are indebted to Mr. Walter C. Schlein, Principal of the Hamilton Junior High School, Fresno, California for a copy of the graphic rating card used in the junior high schools of that city. This is reproduced in full in the Appendix and is designated as "Exhibit B." One half of this card carries various ratings on a five-point scale in habits and attitudes while the other half is devoted to ratings in scholarship.

In the Hamilton Junior High School "Commendation Cards" are in use. We hear of and see many notices to parents of unsatisfactory work but notices of commendation other than those embodied in the regular routine marks on report cards are few

indeed. Many times a special commendatory notice may have a remarkable effect on both pupil and parents and it is this writer's recommendation that more schools should use this simple plan of special mention of worthwhile effort.

While no mention is made of distribution grouping in the Hamilton Junior High School, it should be noted that the grade marks for each period and semester are tabulated by subject showing the number of A's, B's, etc. and also showing the percentages of the same. A portion of such a table is shown here:

GRADE MARKS FOR PERIOD ENDING OCTOBER 20, 1933

	A		B		C		D		F	
Subject	No.	%	No.	%	No.	%	No.	%	No.	%
Eng.	153	18	323	37	307	35	78	8	8	1
Totals	728	20	1513	40	1290	32	301	7	27	1

2. Pasadena, California

In the Woodrow Wilson Junior High School, Pasadena, California a six-point scholarship marking system is in use. For rating traits other than scholarship a graphic rating scale is used once a year. The attitudes and other characteristics which are rated are: Industry, Accuracy, Initiative, Reliability, Co-operation, Leadership and Physical Vitality. A copy of this rating card is reproduced in full in the Appendix and is designated as "Exhibit C."

Dr. Billett* is responsible for the statement that one school in ten of his selected group uses some form of graphic

*Op. cit. p. 458

method in reporting marks to parents.

D. Distribution Grouping

1. Washington, District of Columbia

In the Langley Junior High School, Washington, District of Columbia the pupils are grouped on the X, Y, Z basis. It is expected that the teachers will, in general, grade their pupils, either in the X, the Y, or the Z group, on a 5-18-54-18-5 plan; that is, they should give approximately five per cent A's, eighteen per cent B's, fifty-four per cent C's, eighteen per cent D's, and five per cent F's.

At the close of each six weeks, which constitute a report period (called an advisory period) the teachers' marks are checked and distributed by departments. Each teacher fills out a card of this type:

Langley Junior High School
Washington, D. C.

Advisory.....Year 193..3.. Teacher.....

Subject	Section	A's	B's	C's	D's	F's	Total
Total							
Per cent							

One teacher takes charge of all these cards and compiles the figures on mimeographed sheets, one of which lists opposite each teacher's name his marks and distribution percentages. The

other sheet lists the marks and percentages of distribution by departments and grades. It was noted that in the sheets submitted to the writer that the teachers varied greatly in the numbers of A's, B's, C's, D's, and F's, but that in general the distribution of marks for the school as a whole was reasonably close to the general standard.

The code is as follows:

A---Superior
B---Above Average
C---Average
D---Below Average
F---Failure

The pupil's marks pertain to work done in his group and are not comparable to marks given to pupils in other groups.

The principal, Mr. Chester W. Holmes says:

> "The third page(of the report card) with its record for citizenship and attitude toward school life covers a number of items, with which, I, personally, am not in sympathy, because I feel that it is impossible for those items to accurately portray the citizenship qualities of the students. A boy may be lacking in industry for only one of his eight teachers, and yet with another teacher or all other teachers be quite cooperative. That page, which is required on all the Washington report cards for junior high school, was put in, however, as a gesture to be in keeping with the general trend of marking and to take away emphasis from the scholastic side.

It was noted that the teachers were given considerable latitude in their distribution of marks and that the spread of variation was as follows:

	Actual Spread
Normal A- 5%- - - - -	.6 to 17.6
Normal B-18%- - - - -	5.6 to 33.0
Normal C-54%- - - - -	26.8 to 67.0
Normal D-18%- - - - -	8.2 to 50.6
Normal F- 5%- - - - -	.8 to 21.7

Where such widespread variation from the norm is prevalent there should be a careful checking up with the aim of seeking proper justification. There may be many pupils who have been improperly grouped. There may be need of adjustment of courses. There may be need of correction of teaching methods. There may be need of a better standardized method of marking.

2. Cleveland, Ohio

The John Hay High School, Cleveland, Ohio issues a very elaborate "Manual of Administration" for the guidance of its teachers. The guide in giving marks is the normal curve of distribution:

93-100 means, approximately,	upper	7% of the class.
85- 92 means, approximately,	next	24% of the class.
78- 84 means, approximately,	middle	38% of the class.
70- 77 means, approximately,	next	24% of the class.
0- 69 means, approximately,	lower	7% of the class.

Blind adherence to this scale should be avoided, as it is just as undesirable as excessive deviation from it. For groups of one hundred or more of unselected individuals, fairly close conformity with the normal surface of distribution may be expected. At the end of each marking period, school marks should be summarized and discussed with pupils in reference to the normal surface frequency. Any marked deviation from this curve

should require an explanation to the head of the department. The marks on the report card to parents should indicate in some way the relative standing of the pupil with respect to the other members of the class; also they should in some way show the comparison between pupil ability and achievement. The latter comparison is shown by the effort mark.

As an aid to teachers in computing effort marks the manual gives detailed instructions together with a specimen chart. The writer believes that all this is worthy of reproduction. This will be found in the Appendix under the designation "Exhibit D." While at first many teachers will fear that the apparent work involved can hardly justify the results, they ought, after their orientation is completed, to realize that there is considerable merit in this scheme.

3. Salina, Kansas

The handbook of the Salina High Schools, Salina, Kansas devotes the following to its grading system:

> "The following qualities are observable in the high school student and are made the basis for arriving at a valid estimate of progress in work:
> 1. Scholarship. 2. Initiative. 3. Attitude. 4. Cooperation. 5. Individual improvement.
> 1. By Scholarship we refer to the pupil's ability and skill in a comprehensive use of the subject matter presented.
> 2. By Initiative we refer to those spontaneous qualities that reveal the student as a group-leader and an efficient student.
> 3. By attitude we refer to the pupil's apparent point of view in matters vital to his education and to the success of the school.
> 4. By Cooperation we refer to the pupil's effort and

ability to stimulate and contribute to the group accomplishment.

5. By Individual Improvement we refer to the pupil's progress in overcoming weakness of personality, objectionable habits, poor penmanship, and other difficulties.

The following letters are used to designate grades: A, B, C, D and F, the last being the failing grade.

DEFINITION OF GRADES

Grades of A:
1. Scholarship-Exceeding expectation of instructor.
2. Initiative-positive benefit to the class.
3. Co-operation-forwarding all group activities.
4. Individual Improvement-actual and noticeable.

Grades of B:
1. Scholarship-accurate and complete.
2. Initiative-stimulating some desirable achievement.
3. Attitude-proper and beneficial.
4. Co-operation-forwarding all group workings.
5. Individual Improvement-showing marked progress.

Grades of C:
1. Work in general of medium quality.
2. Work quite strong in one or more items, but weak in others.

Grades of D:
(This grade might be produced by any variety or combination of weaknesses as the definition suggests.)
1. Scholarship-barely meeting assignments.
2. Initiative-uncertain, not usually manifest.
3. Attitude-not objectionable, usually neutral.
4. Co-operation-not positive nor very effective.
5. Individual Improvement-slight, not positive.

Grades of F:
This is the failing grade and since it may result from any number of weaknesses, is not defined.

The Salina High School uses a distribution basis only slightly different from that in use at the John Hay High School, Cleveland, Ohio.

Salina-----6-24-40-24-6
John Hay---7-24-38-24-7

4. New Castle, Pennsylvania

In the Senior High School, New Castle, Pennsylvania the

marking system is indicated in the handbook as follows:

(A) HIGH HONORS. To receive an A grade the boy or girl must be a superior student with eagerness for work. These students do more work than is required. All work is thoroughly and accurately done. Pupils of this group have much initiative and natural ability. These pupils are dependable, have ability to think and always have their work done on time.
(B) HONORS. Students who do work above the average. They need little encouragement from the teacher. These students are industrious, thorough, dependable and have some initiative, but to a less degree than the A students. Their work is good and nearly always done on time.
(C) AVERAGE WORK. The majority of pupils belong in this group. They are average students who do fair work. These pupils do passing work with encouragement from the teacher. This group will include earnest, painstaking, hard-working students and also those students who are careless, indifferent and indolent and who could do much better work with more effort.
(D) BELOW AVERAGE. Students belonging to this group do work below the average. Their work is inferior but not to a degree to justify failure. These pupils need encouragement from the teacher. They must be urged to do passing work. They have little or no initiative and are frequently indifferent and careless. They do a minimum of work to receive a passing grade.
(E) FAILURE. Pupils who fail to do the minimum amount of work after encouragement and help from the teacher. Their work is of inferior quality. These pupils are negative in attention, with no initiative and are careless and inappreciative. They do about 50% to 69% of the required work.
(E-) MINUS. Pupils who do less than one half of the required work. This amount of work ranges from 0% to 49% of the required work.
(I) INCOMPLETE. Pupils whose work is incomplete through sickness, quarantine, back work not made up, test or examination yet to be taken, notebook not complete, failure to hand in notebook or written work, withdrawal from school and many other reasons.

Letters carry points as follows: A-5, B-4, C-3, D-2, E-1, E-(minus)-0, I-0.

In the New Castle, Pennsylvania, High School the 7-24-38-24-7 distribution is recognized as standard but a range of per-

centages is outlined; namely, 5-9, 18-30, 28-48, 18-30, 5-9. Here we see that some effort has been made to set minimum and maximum limits to the amount of variation permitted from the normal distribution. Further, teachers are asked to justify each A and E and also any lack of conformity to the prescribed limits for B's, C's, and D's.

5. Shaker Heights, Ohio

The report card of the Onaway Junior High School of Shaker Heights, Ohio, while unique, is receiving much favorable comment from many prominent educators and administrators among whom is Dr. Billett whose monograph has been cited many times in this thesis.* The card, is, in reality, an 8½ x 11 mimeographed sheet from which the parent can readily see just what his child's relative position is in each of his classes. At a glance it is learned that, in a class of 17 pupils in English, John Doe was one of four pupils to receive a mark of B; only one pupil received a better mark and twelve received lower marks; and so on down the whole line of subjects. Some schools copy the distribution of marks upon the report card and the appropriate numbers are encircled. The Shaker Heights method seems to be preferable. Mimeographing the distribution saves a great deal of time. (See figure on next page.)

E. Percentile Grouping

1. Winnetka, Illinois

At the New Trier Township High School, Winnetka, Illinois

*Op. cit. pp. 457,458

DISTRIBUTION OF MARKS

ONAWAY JUNIOR HIGH SCHOOL

SHAKER HEIGHTS, OHIO

GROUP 8B-7 Pupil's Name.John.Doe....

SEMESTER MARKS JANUARY-1934

Subject	Number in Classes	Mark A 93-100	B 87-92	C 81-86	D 75-80	F Below 75	Incomplete
English	17	1	4	9	2	0	1
Mathematics	16	1	6	8	1	0	0
Latin	19	2	5	7	4	0	1
French	18	3	4	8	2	1	0
Social Science	16	2	8	6	0	0	0
Foods	23	2	14	7	0	0	0
Mechanical Draw.	14	1	11	2	0	0	0
Art	153	11	51	65	24	2	0
Music	37	23	9	5	0	0	0
Physical Ed.	35	5	25	5	0	0	0

a very comprehensive report card is in use. Marks are issued in each subject on a five-point letter marking system. For the purpose of arriving at a scholarship average these letter ranks are interpreted as follows: A--4.00; B--3.00; C--2.00; D--1.00; F--.00. The pupil's scholarship average is entered on the card by placing a cross in the proper square. (See "Exhibit F" in the Appendix.) Opposite this square will be found figures showing the per cent of all those who have attained a higher scholarship average as well as the per cent of all those who have a lower scholarship average. One hundred minus the sum of these two percents will indicate the percentage of the class who obtained similar scholarship averages. The school scholarship average is also indicated.

Opposite each subject there is a space to indicate the class number, the teacher's name, the mark for the 1st, 2nd, and 3rd months, the mark for examination, the final semester grade, quantity credits, quality points, also a column in which to record the reasons for low grades. In this column are to be written certain numbers which rdfer to a table directly below in which are listed teachers' reasons for low grades. The comment of the adviser is also provided for in these columns. The weakest part of the system is the method of arriving at the grade requirements. Each grade from A through F is listed on the fourth page of the card as characterized by a certain scholarship, preparation, initiative, attitude, co-operation and improve-

ment. It is conceivable that a pupil might have excellent scholarship attainments and yet be distinctly deficient in many of the other characteristics which are indicated as necessary for a mark of A. In the opinion of many educators scholarship grades should be based on achievement alone.

F. Median Method of Grading

1. Des Plaines, Illinois

The Maine Township High School, Des Plaines, Illinois explains its median method of grading as follows:

"In each group pupils are ranked from the highest to the lowest. For the sake of uniformity and comparison the middle grade is 100. This corresponds to 80 in the percentage system. The marks of the pupils above the middle of the group are more than 100; marks of pupils below the middle are less than 100. To sum up, the median method of grading means that a pupil whose grade is 110 has done 10 per cent better work than the middle pupil of his group; a pupil whose grade is 93, has done work 7 per cent below that of the middle pupil of his group. In the median method the pupil is graded according to his rank in the group, and this can be easily determined.

"At Maine, in the median method, the lowest rank recorded is 75, except for reductions indicated in the Hand Book; 85 is a passing grade; 95 is a recommendation grade; 95 to 105 an average grade; 106 to 115 is an excellent grade, and 116 to 125 should mark usual excellence. 125 is our maximum grade. To change

from median to percentage grade multiply by .8.

"We recommend that warning be given by teachers and sponsors to all those whose median average falls below 85. Teachers and parents should consult together in those cases."

Principal C. M. Himel has given out a very complete statement regarding the system which is here given in full:

"To make the usual, or percentage grades mean anything has always been the despair of educators. When 100 is perfection 87 per cent of it is meaningless, because perfection does not exist.

"It is a well known fact that all values are relative, but this seems especially true of school marks or grades. It is unthinkable that the same mark of 80, given in the grammar grades, first to eighth; in the high school from ninth to twelfth; and in college from thirteenth to sixteenth, should be thought to have anything but a relative value-a ranking of pupils as compared to the other pupils of his group.

"To show the inaccuracy of the usual system of marking, we shall take two teachers of the same subject, of equal ability, and whose classes are learning about the same amount. Each has a group of 29 pupils. Miss Jones, who knows that she can place an absolute value on the work of each pupil, is a very careful, methodical and conscientious soul, whose grades run from 75 to 50 as follows:

75,75,73,72,71,71,70,70,69,68,68,67,67,66,65(median, or middle grade)64,63,62,61,60,59,58,57,56,55,54,53,52,50.

"Mr. Smith, however, happy, big-hearted, generous, and a teacher equally as good as Miss Jones, is proud of his ability to tell exactly how much his pupils have accomplished, and grades them as follows:

100,99,99,98,98,97,97,96,96,95,95,94,94,94,93(median, or middle grade) 92,91,90,89,88,87,86,86,85,84,83,82,81,80.

"How can the parents know that the grade of 72 under Miss Jones is 11 per cent above the average of the class, while a grade of 82 with Mr. Smith, is 12 per cent below the average of the class? The card indicates that 72, Mary's mark, is 10 points below 82, Willie's grade, in the same subject; and Mary's mother is distracted over it. Well she may be because Mary actually made 23 points more than Willie, instead of 10 points less. Such is the accuracy of the percentage system.

"The median system of grading corrects the low marks of Miss Jones, and the high marks of Mr. Smith, while it gives the information desired by the parents by showing them exactly the kind of work the pupil is doing as compared with the average of the group. It would do this, and more, if the two teachers ranked their pupils, used the same median mark, 80, distributed the grades carefully, and then divided each by 80, using the median method table. (This table is given in its entirety in the Appendix and is designated as "Exhibit G)

"The directions given at Maine are based on this idea, that grades are entirely relative. How absurd it would be to have 100 as the maximum of intelligence, as the absolute I. Q., and what could 87 or 73 mean, as compared to perfect or absolute intelli-

gence! For these reasons, our teachers are instructed to rank their pupils in each group according to merit, 1,2,3,etc. up to the number in each group. But even here, the question of a convenient grade for the median, or middle grade pupil is important, and it is especially important that all of the teachers in a system should give the same median grade. After the median has been selected, it is important that the grades above and below the median should be evenly distributed. At Maine, we requested that 80 be selected by all teachers for each group, and that half of the grades be evenly distributed above 80, and that the other half be evenly distributed below 80.

"Then, to make assurance doubly sure, we ask them to divide each grade by the median, 80. 80 divided by 80 will give 1 or 100 per cent, and leaving out the per cent, our median grade becomes 100, just as the median I. Q., intelligence quotient, is 100. The other grades being divided by 80 also, it follows that 110 would mean 10 per cent above the median of the group, whereas 95 would mean 5 per cent below the median of the group. A parent or pupil glancing at his grade knows exactly the pupil's relative position in his class. Under the old system, there was no way of telling whether the median was 85 or 80, or 70, and for that reason, it was impossible to tell whether 82 was a high or a low mark. For instance, if the median grade of a class is 80, then a grade of 88 would be 110 per cent of the median. That is, it would be 10 per cent above the average of the group. But if the median were 90, as it only too often is, then 88 would be

Boston University
School of Education
Library

98 per cent of the median, or 2 per cent below the average of the group. The absurdity of this marking should be evident to everyone.

"At Maine, in the median system, the lowest grade recorded is 75; 85 is a passing grade; 95 is a recommendation grade; 95 to 105, an average grade; 105 to 115 is an excellent grade; and 115 to 125 should mark unusual excellence.

"To sum up, the median method of grading simply means this-that a pupil whose grade is 110 has done 10 per cent better work than the middle, or median pupil of his group; that a pupil whose grade is 93 has done 7 per cent below that of the middle, or median pupil of his group."

This rather elaborate plan in use in the Maine Township High School has much merit. To inaugurate the scheme in a school where the traditional percentage marks have been the vogue, might involve some misunderstanding among parents who did not take time to acquaint themselves thoroughly with the mechanics of the system. A parent might believe that a mark of 93 meant excellence whereas, in reality, it meant 7 per cent below the middle pupil of the group. However, it is a real attempt to put real significance into the marking system and should make a strong appeal to everyone who takes pains to understand it.

2. Louisville, Kentucky

At the J. M. Atherton High School for Girls in Louisville, Kentucky subject marks are indicated on the report card by the

traditional letters which are explained in terms of percentages as follows:

E--Excellent---95-100%
VG--Good,Very---88-94
G--Good--------80-87
F--Fair--------70-79
P--Poor--------55-69
VP--Poor,Very--- 0-54

Directly below the rating in any subject taken is indicated the median for the class in that subject. This median accompanying each individual mark has proved to be a strong incentive for the pupils to increase their efforts toward doing their best in their studies. One pupil said that it was hard enough to explain her marks let alone explaining why she ranked below the middle girl of the class.

G. Marking Based on Teacher and Pupil Efficiency

1. Trenton, New Jersey

Dr. William A. Wetzel, Principal of the Central High School, Trenton, New Jersey says:

> "The cornerstone of our whole program of administration is a reading ability index with which the pupil and the teacher measure the pupil's product against a norm of achievement at the pupil's ability level. By means of the pupil efficiency chart the pupil arrives at an efficiency rating. By means of the teacher efficiency chart the teacher is enabled to arrive at a judgment as to the degree of success which he has attained in keeping his pupil ratings on the right side of the broken line, which marks average achievement at the various ability levels.
> "Our ratings are based largely on objective evidence."

The pupil's reading ability index employed in the pupil's efficiency chart is based upon scores earned on the Chapman Reading Comprehension Test and the Inglis Vocabulary Test. This is

the chart presented as "Exhibit H" in the Appendix. Dr. Wetzel states that it is based on the actual scores of 1,300 pupils. Approximating a normal distribution, the lowest 10 per cent of the scores were designated as E, the next 20 per cent as D, the next 40 per cent as C, the next 20 per cent as B, and the highest 10 per cent as A. From the data certain "efficiency paths" were determined and marked off on the chart by heavy lines. The pupil's score is measured along the horizontal axis. This score is the sum of his ratings or marks in all subjects. Each A is allowed 4 points; each B, 3 points; each C, 2 points; each D, 1 point; each E, 0 points. The maximum number of ratings is five and therefore the maximum score is 20.

To illustrate the use of the chart let us assume that a pupil has a reading ability index of 119. He receives one A, one B, two C's, and one D. His score is 12. By reference to the intersection of the horizontal line of numbers opposite "reading ability index 119" with the vertical column of letters above score 12, one finds that the efficiency of this particular pupil is C. This means that in efficiency the pupil ranks in the middle 40 per cent of pupils of the same reading ability index. Another pupil in this group who attained a score of 18 would fall in the highest 10 per cent, while a pupil who scored only 2 points would fall into the lowest 10 per cent group.

Much space in the National Survey is devoted to this interesting and novel departure from the old marking schemes.* No

*Op. cit. p. 431

claim is made that this chart furnishes more than a rough approximation of the pupil's efficiency. Still, there is no doubt that it is a distinct advance over mere guessing.

In this high school this idea has been extended to produce a "Teacher Efficiency Chart." This is reproduced as "Exhibit I" in the Appendix. The heavy line indicates the approximate average attainment, as measured by marks, of pupils of the various ability levels as measured by the reading ability index. Every dot plotted at the right of the heavy line represents a pupil doing above average for his ability level. Similarly, every dot at the left of this heavy line represents a pupil doing below average for his ability level. Dr. Wetzel says:

> "The chief value of the chart lies in the actual distribution of the ratings by each teacher after each six weeks' rating and the resulting clear picture of the extent to which the class has worked up to capacity. A rating of C or D for a pupil with a reading ability index of 140, is as much of a failure on the part of the teacher as an E rating at reading ability index of 70. The chart is a crude effort to center the attention of pupil and teacher on obtaining results commensurate with capacity."

The teacher's efficiency index is derived as follows: First, the median reading ability index for the group is computed. The median in the present chart is 85. Next, the norm for the median is computed. In this case the norm is 1.5(midway between D and C.) The total score (179) is then divided by the total number of pupils (92) which gives the average rating or mark for each pupil. This average rating is 1.95. Finally, the average rating

is divided by the normal rating for the group, giving a quotient of 1.3, the teacher's efficiency index. The normal or average efficiency index is 1. This index is not used for administrative purposes but helps to supply the teacher with a measure of the extent to which her marks are corresponding to the normal distribution within the school for pupils of like ability. Assuming the marks to be fairly accurate measures of the pupils' accomplishment, the teacher's index becomes a rough approximation of his or her relative efficiency in getting pupils to work up to the level of their abilities. Obviously, the device is open to abuse, a point which should be kept in mind if one employs it. For example, a high efficiency index may mean that the pupils of a given group are accomplishing more under a given teacher; or it may merely mean that the teacher marks more leniently than the average teacher in the school.

H. Pupil Evaluation without Traditional Marking

1. Newton, Massachusetts

The abolishing of all marks and report cards is what is being tried in the elementary and junior high schools of Newton, Massachusetts under the direction of Superintendent John Lund. In an address delivered in November, 1933* Mr. Lund made the statement that this revolutionary change is frankly an experiment. Many of the letters which come to him indicate that many have been thinking about the elimination of marks but that scarcely anybody has done anything about it. He claims that the philoso-

*"The Elimination of Marks in the Newton Elementary and Junior High Schools"- an address delivered by Superintendent John Lund to parents. Frank A. Day Junior High School, Newtonville, Massachusetts, Tuesday evening, November 21, 1933.

phy underlying our schemes of education seems to be undergoing a change. There seems to be less and less concern with the acquisition of certain bodies of knowledge and more and more emphasis placed on the development of personality, attitudes, habits of work, attitudes toward the world and society. Attempts are being made to make the school more vital, meaningful and purposeful. Artificial incentives seem superficial. Emphasis placed on marks creates in the child anti-social attitudes. Mr. Lund said that recently in the Parents' Magazine it was stated that marks seem to be the great goal so the youngster says, "All right! I'll get good marks. I'll beat them at their own game. What if I do cheat a little if good marks are what they want me to have?" Mr. Lund believes that this attitude has bedeviled our whole economic life. Wouldn't more co-operation and less competition be worthwhile? He is not opposed to competition but he believes that there is no reason for coaching for unhealthy competition. There are varying abilities and all should not be expected to compete on the same level.

In Newton reports will continue to go home. They will tell of accomplishments. They will be diagnostic instead of laudatory. It is believed that the school will become a happy place where pupils and teachers will work together each to the limit of his ability. The child's successes and difficulties will be a secret between himself, his teacher and his parents.

It is this writer's opinion that the above statement is

far from correct. Any teacher is aware that much of any one pupil's successes and failures and difficulties are well known to most of the class. Whether marks are distributed or not, the class cannot help but notice whether their classmates are accomplishing much or little.

Mr. Lund goes on to say:

> "Even thus early in the experiment we can see signs which point unmistakably to its success. The boys and girls are working with a new sort of vigor-they are finding interesting by-products of a subject which, if an adequate mark had been the goal, would never have come to light. Of course all the fruits of this system will not be gathered for many years but we have the assurance that we are on the right track and we expect a year from now to be doubly sure. It is a thrilling crusade, this march against materialism, because, after all, that is the underlying aim of this whole program. If our schools cannot teach that there are more important things than making money, that civilization depends on the acknowledgement of spiritual values, they are neglecting their mission sadly. We've decided here in Newton that building character is more important that showing a report cards with A's and B's."

In a recent mimeographed bulletin* entitled "Suggested Procedures for Evaluating and Reporting Pupil Growth" is to be found much information regarding the mechanics of administering the new scheme with which Newton is experimenting. The work has been prepared by a committee of teachers and approved by Mr. Lund. This bulletin, the third of a series, contains thirty-five pages. We are told that teachers are being called upon to think of the pupil as an entity, a many-sided composite, rather than to think of him within the narrow confines of achievement in school subjects. Therefore, all aspects of pupil growth must be considered. To assist the teacher to think in terms of all aspects

*Ways and Means Committee, Bulletin No. 3, December, 1933 Newton Public Schools, Newton, Massachusetts. p. 1

of a pupil's make-up the committee prepared a list of habits, attitudes, traits, etc. This list is given in the Appendix and is designated as "Exhibit J." This list is called "Suggested Criteria for Pupil Study and Evaluation." Eight pages are devoted to a detailed explanation and description of many of these criteria. As an example, the following explanation of "Security" under the heading "Mental Health" is given:

-apt to face situations squarely
-apt to be self-reliant, having independence of action
-apt to be unhesitating
-has achieved conscious self-control
-lives and works with a minimum of friction and tension
-has good application, concentration, attention to thing in hand
-has good poise, calm.
-shows initiative in unfamiliar situations
-Thinks quickly and clearly in unfamiliar situations
-uses good judgment in unfamiliar situations
-steady, even, stable, well-balanced
can be relied upon, does not work in spurts
-meets ridicule equably
-happy and contented
-does right because it is right, not because he must
-can do independent class and home work
-not fretted when he meets frustrations, sanguine
-not easily distracted, serene
-not excitable
-moderation
shows moderation in talk
does not show excess of energy, restlessness,
is not supersensitive, is not too reserved,
is not too unresponsive and so fails to let us know what we feel sure he really is able to do
enjoys a joke with right reactions

There are several forms which the teacher is required to make out for each pupil. The first of these is called the "Report Data Form" and is given in the Appendix as "Exhibit K." The five headings under which comments are to be written are

placed in the order of their importance, achievement being placed last, since a satisfactory status or adjustment in each of the first four mentioned cannot but provide for satisfactory achievement for the individual in question.

General suggestions are given for pupil evaluation and the recording of information as follows:

1. Make your statement concerning a pupil without consultation with anyone.
2. Evaluations should be based as far as possible upon objective evidence; i. e. actual experience with the pupil's behavior.
3. Try to make evaluations impersonal.
4. Use the check list merely as a guide, as suggestive rather than inclusive.
5. Comments should be made in each of the five fields.
6. Comments should provide pertinent and necessary information about individuals.
7. Comments referring to a pupil's achievement are to be based upon the pupil's capacity for achievement.

The second form which Newton teachers are required to make out is known as the "Parent Conference Check List." This form is used for reporting cases of pupils who are in difficulty because of their lack of adjustment to the school situation. It is planned for use during the year except during the two periods (January and June) when reports are to be prepared and sent to parents. In addition to the provisions for pupil identification, subject teachers may indicate the need of a parental conference in the proper column set apart for this. There is also space provided for brief comments. Any teacher who feels that a parent

conference would assist in clearing up an existing pupil situation, may notify the homeroom teacher of the fact by the use of this form. A comment as to the nature of this conference may or may not be made. When the homeroom teacher finds that more than one subject teacher asks for a conference, she will refer the case to the pupil's counselor for further investigation, who will arrange the necessary conference with parents for subject teachers who request them. The parent conference check list is reproduced in the Appendix as "Exhibit L."

The preparation of the semi-annual reports to parents involves considerable time on the part of the teachers. Here are some of the suggestions to assist in their preparation.

1. Reports should be addressed to both parents.
2. January letters are to report the first half-year's growth. They should be sent as rapidly as they are completed and not held for distribution on one day. Teachers are permitted to prepare many letters early in the month. These will concern pupils in which there will be little real change. June letters will necessarily need to be held until a set date.
3. Reports will be based upon the data provided by subject teachers on the "Report Data Form." The homeroom teachers will then combine and organize this information together with their own reactions into a suitable report.
4. Letters should be simple, concise and frank. Stereotyping and formalism should be studiously avoided.
5. Make the letters fit the home into which they are to go.
6. When negative criticism is used, teachers should seek to point out remedial measures.
7. Make it a point to say something good about the pupil. Even in the most difficult and trying cases, there will be something that may be said to the advantage of the pupil.
8. Do not hesitate to call upon the parents for assistance and co-operation in coping with a difficulty. We should take them into our confidence oftener.
9. A carbon copy of the letter will be made. To this copy

will be attached all "Report Data Forms" which have been used as the basis of the letter, and the copy filed in the pupil's cumulative record folder. A satisfactory carbon copy can be made if a fairly stiff pen point is used and the paper placed on the hard smooth surface of a desk top. More pen pressure will be needded than is used in ordinary writing.

10. The committee recommends that the homeroom teacher go over the completed letter with the pupil, so that he may understand the content and the reasons for its inclusion.
11. A receipt form is to be made out and included with the letter. When it is signed and returned by the parent, it should be attached with the other materials to the copy of the letter.

The above procedure outlined above clearly indicates that while there are to be no report cards and no marks in Newton, nevertheless, the amount of clerical work to be performed by each teacher will doubtless be greater than ever before. The homeroom teacher, with a class of forty pupils, aside from receiving and compiling at least 200 reports (assuming that each pupil in her room is taking five subjects) into forty letters twice a year, will have to make reports to some other homeroom teacher concerning all the pupils in all her classes. Furthermore, she will have to make carbon copies of all letters which involves more pressure than is exerted upon the pen in writing the usual friendly letters.

The question arises as to whether or not this method of informing parents whether their children are doing good or poor work will result in any appreciably greater inspiration on the part of the pupil to do better work than was the case under the old systems. It would seem that achievement might be greater

when there is an "A" to strive for, five or six times during the two semesters, than when a letter to one's parents saying that John is doing even more than was expected of him, appears only twice a year. Of course more letters may be forthcoming but these are written only in certain instances when things are going badly. This sort of letter is often written even under the older traditional systems.

According to press reports* the system is being well received. A recent heading in a local newspaper says, "Newton Approves Its 'No Marks for Pupils' ". The article goes on, "Faculty, Children, Parents Signify Satisfaction After First Year's Tryout of Informal Reports."

"Newton's new school plan has proved a success. Last September the town announced to a somewhat startled world that they were taking the bull by the horns and that beginning then, there would be no more formal examinations, no more marks in the grammar grades or the junior high schools of Newton. Examinations would consist only of the sort of glorified intelligence tests which are now commonly given in many of the advanced schools of the country, and instead of report cards, informal notes would go from teacher to parent or guardian.

"Late in January and early in February the first batch of these notes went out and now come the comments.

"Mr. John Lund, superintendent of schools says,'The children are responding well; so are the teachers-naturally, for it was they who drew up the plan-and we have just compiled the statistics of comments from parents. Only one and eight-tenths per cent(for Newton's New Deal is nothing if not businesslike) were unfavorable. There is no doubt at all that the move is in the right direction and will be continued. I think the most significant outcome is that the teachers are paying more attention to the individual child and are becoming less and less concerned with subject-matter as such. The children are getting better achievement than ever; there is no slackening of pace or interest; in fact, it has increased.'

"Asked more definitely about the reactions, Mr. Lund said that the children have a much greater feeling of freedom and relief from tension. As for teachers,'they find it a great

*Boston Evening Transcript, article by Gwendoline Keene
March 28, 1934

help in seeing the child as an entity and evaluating his progress according to individual capacity rather than an artificial standard.' None of the complaints have been important enough to be reported to him. He says he doesn't think the majority came from the parents of the dull ones; he thinks they were the parents of the brilliant ones-'they miss the chance perhaps of bragging about Susie's A's at the bridge club.'

" 'The future problems,' Mr. Lund concluded,'are in dealing with the colleges, and I shouldn't wonder if they came around to our way of thinking, after a while-at least some of them. In the prosperous years there was a lot of talk about restricting college training to the more brilliant students, but in normal, and especially the recent sub-normal years, the colleges have realized it isn't possible to be too selective. President Conant, of course, is trying to make Harvard a college for the super-intellectuals, but I think there will always be room somewhere for those of only average capacity. We're compromising with our system in the college preparatory courses in junior high, and of course we would have to if we extended the system to senior high, where at least half of the pupils are taking the college preparatory course. But we'll see how the future works out. Certainly the new system seems to be here to stay in the grades and junior high.' "

The above quotation is, of course, of no value as evidence that the new Newton system is worthwhile. It is simply given as the interesting comment of the man who put it into effect and who naturally is its most ardent champion.

2. Los Angeles, California

After devoting so much space to the Newton, Massachusetts scheme of "no marks" which might easily impress one as being an innovation for which Newton and Mr. Lund should have full credit, it is interesting to discover that a similar experiment has been going on in the Thomas Starr King Junior High School, 1400 Myra Avenue, Los Angeles, California for the past three or four years. No marks or report cards have been issued at the school during that time. Letters are written by the teachers to the parents at

regular intervals and at other times when necessary. Miss Alice Ball Struthers, the principal of this school, states that during these three or four years no complaints or destructive criticisms have been registered. The community is giving increased co-operation and is enthusiastically in favor of the plan. When a pupil is graduated from junior high school it is necessary for these letter reports to parents to be converted into traditional marks to satisfy the present requirements of accrediting agencies. Miss Struthers says that this process should involve no greater difficulty to the teacher than the original estimate of formal marks.

Several sample letter reports and replies from parents are to be found in the Appendix where they are presented as "Exhibit N."

CHAPTER FOUR

SUMMARY AND CONCLUSIONS

In this study of the marking schemes in use in twenty junior and senior high schools in various parts of the United States, the writer has attempted to present what seemed to him to be the valuable features of each. There is a wide range of procedures; these extend all the way from the simplest of four and five point systems to the rather complicated pupil and teacher efficiency charts which involve the use of a reading ability index, and also the scheme of effort marks based on probable learning rates in their relation to achievement ranks in a series of standardized tests.

Much space was given to the newest of schemes-the so-called "no marks, no report cards" idea. This was done intentionally because it was felt that there is much of merit in many of its phases. There is a closer relationship between parent and teacher which can be brought out by this interchange of letters concerning pupils in whom the parents, certainly, and the teachers, theoretically, are deeply interested. One feature of the letter scheme which is not in its favor is the fact that the parent can get but little idea as to the relative standing of his child with regard to the others in his class.

The simple device in use in the Onaway Junior High School of Shaker Heights, Ohio, is valuable. Here the mimeographed sheet allows the parent to see, at a glance, just what his child's mark is in each subject, how many received approximately the same mark, how many obtained a mark above and below his child. From the child's point of view, he ought to have a real incentive to improve his marks because he can see on his own report card just where he stands with relation to all the members of his class.

There is little room for doubt that the greatest need in any marking system is a real standardization of marks. Lack of such standardization is of no benefit to either pupils or teachers. One way to get fair marks is to insist on objective testing. Marks should show actual accomplishment and should not be influenced by what a teacher knows of a pupil's ability or effort. If it is desirable, give another mark for effort, for certainly a child's great effort should be noticed, but do not generously raise his accomplishment record simply because he works hard but unfortunately does not make the grade. If effort of grade "A" produces a Latin mark of "D", this symptom indicates that a change of course should be prescribed.

This investigator is of the opinion that the five-point marking scheme, without the use of plus and minus signs, has the most merit, notwithstanding the great amount of time and

effort which have been given to many elaborate systems some of which have much in their favor. In the five-point system we have the opportunity to use the normal curve of distribution and to determine the location of the large group which is made up of those pupils whose achievement is average; above and below this group we place those who are above and below the average; in the top group belong the small number of individuals whose achievement is distinctly superior; and in the lowest group belong those whose achievement is distinctly inferior. If the normal curve of distribution is followed, it should be done with a greater flexibility than is usually found in current practice. Complete justification of great deviation from the designated percentages should be presented by teachers.

In conclusion, permit the writer to say that he hopes for, but never expects to see the day when there shall be a uniformity of marking procedure based on a standardization of grading which shall grade accomplishment separately from effort and application.

CHAPTER FIVE

BIBLIOGRAPHY

MAGAZINE ARTICLES

Banker, H. J. "The Significance of Teachers' Marks," Journal of Educational Research, Vol. VI, October, 1927, pp.157-71

Bixler, R. W. "Variables in Standards of Marking in the High School," School and Society, No. 38, July 29, 1933,pp.159-60

Bolton, F. E. "Do Teachers' Marks Vary as Much as Supposed?", Education, Volume XLVIII, September, 1929, pp. 23-39

Cattell, J. McK. "Examinations, Grades, and Credits," Popular Science Monthly, No. 66, pp. 367-78

Charles, Fred "A Father Looks at Schools," October, 1933, Parents' Magazine, Volume VIII, No. 10, p. 13

Commins, W. D. "What is a 'B' Pupil?", Elementary School Journal, Volume XXIX, September, 1928, pp. 63-6

Cutright, Prudence, and Shoemaker, Ward A. "Is the Rating or Marking of Character Traits Practicable?", Educational Method, Volume X, December, 1930, pp. 158-61

Eells, W. C. "An Improvement in the Theoretical Basis of Five-Point Grading Systems Based on the Normal Probability Curve," Journal of Educational Psychology, Volume XXI, February, 1930, pp. 128-35

Flinner, I. A. "Rating Students on the Basis of Native Capacity and Accomplishment," Educational Administration and Supervision, Volume XX, February, 1923, pp. 87-98

Goldstein, H. W. "Pupil Rating and Report Cards," Journal of Educational Method, Volume VII, December, 1927, pp. 128-33

Gorsline, R. "Experiment with a Plus and Minus System of Marking," School Review, Volume XXXIX, June, 1931, pp.61-3

Jordan, R. H. "Variation of Marking Systems as Diagnosed by Objective Tests," Journal of Educational Research, Volume IV, October, 1921, pp. 173-79

CHAPTER FIVE

BIBLIOGRAPHY

Mersereau, E. B. "Experimenting in Marking," School Review, Volume XXXIV, May, 1926, pp. 348-56

Middleton, Warren C. "Some General Trends in Grading Procedure," Education, Volume LIV, No. 1, September, 1933

Odell, C. W. "High School Marking Systems," School Review, Volume XXXIII, May, 1925, pp. 346-54

Pressey, S. L. "Fundamental Misconceptions Involved in Current Marking Systems," School and Society, No. 21, pp. 736-38

Rugg, H. O. "Teachers' Marks and the Reconstruction of the Marking System," Elementary School Journal, No. 18, pp. 701-19

Sherman, J. L. "A Study of Marking Systems," Independent Education, Volume III, October, 1929, pp. 13-9

Starch, Daniel "Can the Variability of Marks be Reduced?", School and Society, Volume II, August, 1915, pp. 242-43

Struthers, Alice Ball "Grades and Grading Systems," California Quarterly for the Study of Secondary Education, Oct. 1932

Templeton, Payne "Possibilities in Uniform Grading," High School Teacher, Volume VI, October, 1930, pp. 305-6

Walker, Hugh A. C. "Examinations in the High School," School Review, Volume XXXII, March, 1924, pp. 209-17

BOOKS

Almack, J. C. and Lang, A. R. "The Beginning Teacher," p. 215, Houghton Mifflin Co., 1928

Douglass, Harl R. "Organization and Administration of Secondary Schools," Ginn and Co., 1932, p. 398

Finkelstein, I. E. "The Marking System in Theory and Practice," Warwick and York, 1913, p. 88

Heck, Arch O. "School Marks," Ginn and Co., 1929, Chapter XVIII

Ruch, G. M. "Examinations, Marks, and Marking Systems," Scott, Foresman and Co., 1929, Chapter XIV

Rugg, H. O. "The Teacher's Use of Statistical Distributions in Giving School Marks," Houghton Mifflin and Co., 1925, Chapter VI

MISCELLANEOUS MATERIAL

Billett, Roy O. "Provisions for Individual Differences, Marking, and Promotion," National Survey of Secondary Education, Bulletin, 1932, No. 17, Monograph No. 13, United States Department of the Interior, Office of Education, Superintendent of Documents, Washington, D. C., pp. 424-61

Billett, Roy O. "Marking Systems," Address delivered before the J. B. Davis Clubs of Harvard and Boston Universities, University Club, Boston, Massachusetts, January 17, 1934

Chapman, H. B., and Ashbaugh, E. J. "Report Cards in American Cities," Educational Research Bulletin, Volume IV, No. 14, College of Education, Columbus, Ohio, Bureau of Educational Research, Ohio State University, 1925, pp. 289-93

Connor, W. L. "Why Mark, and How?", Tenth Yearbook of the National Association of Secondary School Principals, Berwyn, Illinois, Published by the Association, 1925, pp. 289-93

Kelly, F. J. "Teachers' Marks; Their Variability and Standardization," Teachers College Contributions to Education, No. 66, New York City, Teachers College, Columbia University, 1914, pp. 2-4; 11; 31

Lund, John "The Elimination of Marks," Address delivered before parents at the Frank A. Day Junior High School, Newtonville, Massachusetts, November 21, 1933

Morland, Benton DeFord "The Use of Final Examinations in the Four-Year High Schools in Illinois," Unpublished Master's Thesis, Department of Education, University of Chicago, 1928, p. 98

Newton Public Schools, Newton, Massachusetts, Bulletin No. 3, Ways and Means Committee, December, 1933, pp.1-3;15-20

Pettit, W. W. "A Comparative Study of New York High School and Columbia College Grades," Master's Essay, Teachers College, Columbia University, New York, 1912

Ross, Bernard "The Marking System," Tenth Yearbook of the Association of Secondary School Principals, Berwyn, Illinois, Published by the Association, 1925, pp. 164-73

Whitten, C. W. "Report on Standardizing Teachers' Marks," Sixth Yearbook of the National Association of Secondary School Principals, George Banta Publishing Company, New York, 1922, pp. 183-202

NEWSPAPERS

The Boston Herald, Boston, Massachusetts, "School Grading System Changed," October 17, 1933

The Boston Herald, Boston, Massachusetts, "Newton Grade and Junior High Schools Abolish All Marks and Report Cards," October 19, 1933

The Sunday Herald, Boston, Massachusetts, "What! No More Report Cards?", December 3, 1933

The Boston Evening Transcript, Boston, Massachusetts, "Newton Approves Its 'No Marks for Pupils,'" March 28, 1934

TRIAL PROMOTION FORM

Everett Junior High School
Columbus, Ohio

Oct. 17, 1933

Your child.....has been on trial for the last six weeks in the subjects set down below: "A", "B", "C", "D" are the marks given when a pupil passes his school work. "E" and "E" (underscored) are the marks given when he fails.

Where a pupil is suffering from ill health, eye strain or other handicap, it may be desirable to drop a subject or otherwise change his program, but where a pupil is in good health, it will probably be possible to change failure into satisfactory work by an hour and a half home study daily and by earnest effort at school. A pupil sometimes fails because he does not have books or other equipment.

We have tried to indicate below what seems to be the cause of failure or success. In the case of failure, we are trying to make definite suggestions as to what is needed to change failure into success. We earnestly solicit your advice and remarks. We assure you of our desire to do everything possible to help you secure success in school work for your child.

Please write your remarks on the back of this letter, sign below where indicated and return by your child tomorrow morning.

.....Principal

Signed.....H.R.Tchr.

RECORD WHILE ON 6 WEEKS' TRIAL SEPT.- OCT. 1933

Subject	Grade and Quality of Work	Reason for Success or Failure	Suggestions for Future Success

.....
Parent's Signature

(Remarks by parent on other side.)

GRAPHIC RATING CARD USED IN THE HAMILTON JUNIOR HIGH SCHOOL, FRESNO, CALIFORNIA

Name _____

CITIZENSHIP

Important Habits and Attitudes Desirable in a Good Citizen

Explanation or Rating	Health Habits	Work Habits	Social Habits	Play Habits	School Attitudes
1st Semester Graphed in Black or Blue, 2nd Semester in Red	Neat in Person Clothing Good Posture Exercises Regularly Takes Care of Teeth Clean in Behavior and Speech Does Not Use Powder or Rouge to Excess Practices Health Habits	Steady Neat Attentive Accurate Worker Sticks to Work Completes Work	Courteous to Others Careful of Rights of Others Cooperates in Work and Play Cheerful Helpful Kind Keeps Promises Practices Self-Control Adjusts Readily to Group Needs	Plays Fair Controls Temper Is Good Team Member Likes to Play	Respects School Property Respects School Rules Is Careful of Own Property and that of Others Is Honest Prompt Loyal Takes Active Part in School Affairs
Superior					
Above Average					
Average					
Below Average					
Not Passing					

(The above is the left half of the card.)
(The right half of this card will be found on the following page.)

CHART TO BE USED BY THE SUPERVISOR WHEN RATING CARD USED IN THE SUPERVISOR WITHIN SCHOOL.

Name

CITIZENSHIP

Important Habits and Attitudes Desirable In a Good Citizen				
Explanation or Rating	Health Habits	Work Habits	Social Habits	Play Habits	School Attitudes
Last Semester In Grade 3rd Semester In 4th	Neat in Person Clothing Good Posture Exercises Regularly Takes Care of Tools Clean in Behavior and Speech Does Not Use Pro- duce or Drugs to Excess Practices Health Habits	Steady Neat to Others Careful of Materials Order in Work and Play Completes Work	Courteous Fair Cooperates Thoughtful Helpful Kind Plays Well Practices Self- Control Adjusts Readily to Group Needs	Plays Fair Controls Temper Is Good Team Member Likes to Play	Respects School Property Respects Rules Is Careful of Own and that of Others Is Honest Prompt Loyal Takes Active Part in School Affairs
Superior					
Above Average					
Average					
Below Average					
Not Passing					

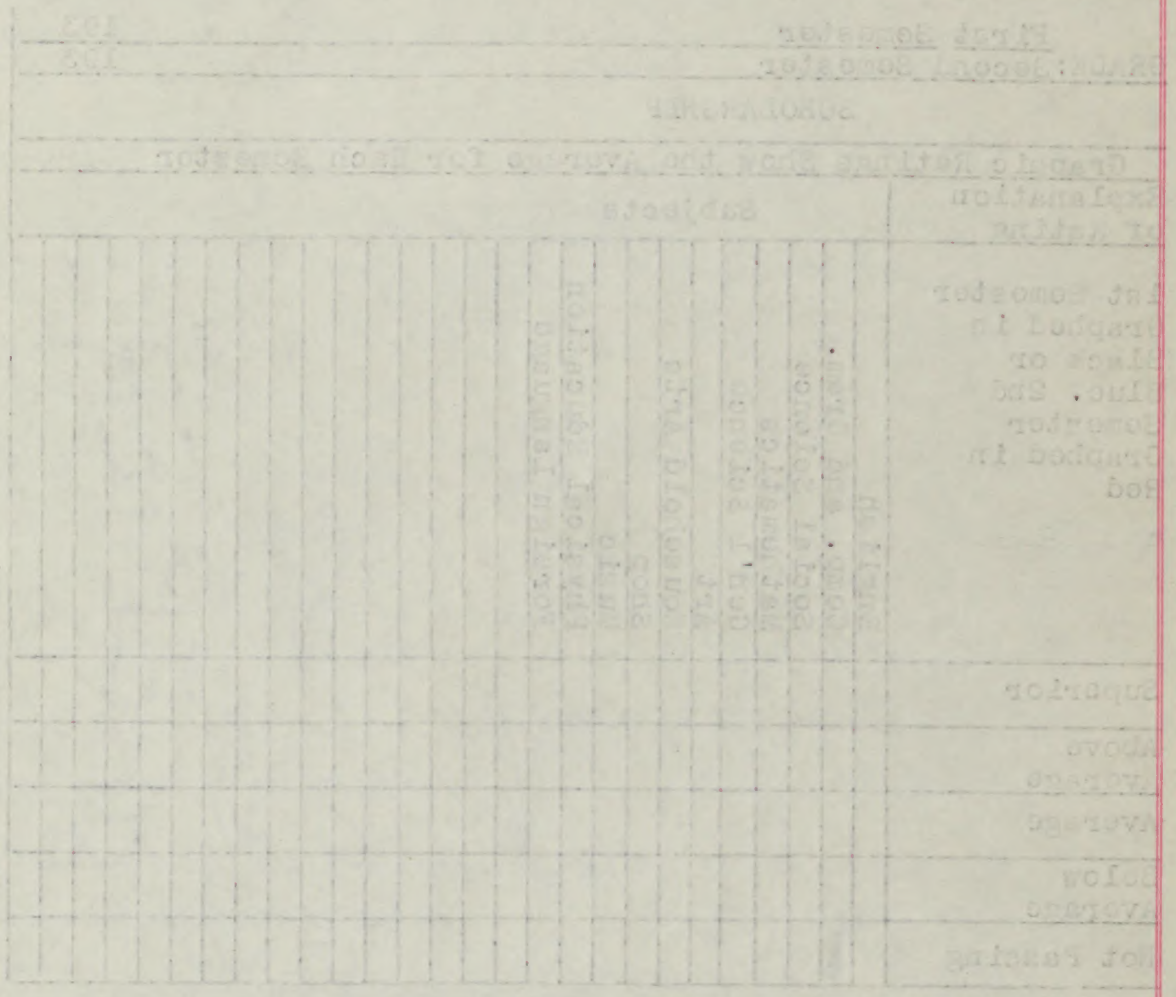
(The above is the left half of the card.)
(The right half of this card will be found on the following page.)

GRAPHIC RATING CARD USED IN THE HAMILTON JUNIOR HIGH SCHOOL, FRESNO, CALIFORNIA

First Semester 193
GRADE: Second Semester 193
SCHOLARSHIP
Graphic Ratings Show the Average for Each Semester

Explanation of Rating	Subjects																										
1st Semester Graphed in Black or Blue. 2nd Semester Graphed in Red	English	Comp. and Gram.	Social Science	Mathematics	Gen'l Science	Art	Household Arts	Shop	Music	Physical Education	Foreign Language																
Superior																											
Above Average																											
Average																											
Below Average																											
Not Passing																											

Home Room Teacher..........................
Home Room Teacher..........................



GRAPHIC RATING SCALE FOR ATTITUDES AND OTHER CHARACTERISTICS IN USE IN THE WOODROW WILSON JUNIOR HIGH SCHOOL, PASADENA, CALIFORNIA

Name.....Date.....
Last First Middle Semester Year

Minimum Rating Average Maximum Rating

INDUSTRY

Works sporadically — Carefully budgets working time
Habitually neglects work — Works regularly and on time
Uses time injudiciously — Makes judicious use of time

/ ' / ' / ' / ' / ' /
0 1 2 3 4 5

(The above checking line appears after each attitude.)

ACCURACY

Does inexact work — Accomplishes exact work
Thinks indiscriminately — Thinks discriminately
Expresses ideas incorrectly — Expresses ideas precisely

INITIATIVE

Lacks intellectual curiosity — Evidences intellectual curiosity
Seldom starts anything new — Initiates undertakings
Easily succumbs to difficulties — Finds ways to overcome difficulties

RELIABILITY

Neglects promises and obligations — Fulfills promises and obligations
Inclined not to admit errors — Admits errors when shown
Inclined to be unreliable — Dependable in word and deed

COOPERATION

Avoids worthy group activities — Participates in group activities
Does not subordinate self to group — Subordinates self to group
Seems unhappy in teamwork — Seems happy in teamwork

LEADERSHIP

Prefers plans made by others — Plans for and directs others
Does not get support for his cause — Usually gets support for cause
Lessens enthusiasm of the group — Adds to group enthusiasm

PHYSICAL VITALITY

Avoids vigorous activity — Active in vigorous activities
Exhibits little physical endurance — Exhibits physical endurance
Possesses physical weakness — Possesses physical endurance

COMPUTATION OF EFFORT MARKS
JOHN HAY HIGH SCHOOL
CLEVELAND, OHIO

The following has been arranged to aid new teachers and to help old ones refresh their memory in the computing of the effort marks:

First, you have received your class lists containing the composite P. L. R. for all students.

Next, you will find it convenient to copy names, etc. on cards, a supply of which may be secured from the office. Then compute rank of all pupils according to P. L. R.'s. After final achievement marks have been computed, rank these final marks.

Then subtract the final achievement mark from the P. L. R. rank, setting down the algebraic difference for each pair of ranks.

Next take 20 per cent of the number in the class and use this number as the standard in determining the "effort" mark. For example, take a class of 25 pupils(20 per cent of 25 equals 5). If the algebraic difference, when the pupil's achievement rank is subtracted from the P. L. R. rank is 5 or less, give the pupil an effort mark of B; any difference of -5.5 or more, give an effort mark of C; any difference of +5.5 or more, give an effort mark of A.

Next examine the achievement ranks of the entire class; to the upper 7 per cent assign grades of 93 per cent to 100 per cent; to the next 24 per cent of the class assign grades of 85 per cent to 92 per cent; to the next 38 per cent of the class assign grades of 78 per cent to 84 per cent; to the next 24 per cent of the class assign grades of 70 per cent to 77 per cent; to the lowest 7 per cent of the class assign grades of 69 per cent and down.

Note: The chart on the following page shows graphically just how this scheme works.

EXHIBIT D (cont.)

SPECIMEN CHART SHOWING THE COMPUTATION OF EFFORT MARKS
JOHN HAY HIGH SCHOOL
CLEVELAND, OHIO

PUPILS	RANK ON TEST NO.1	RANK ON TEST NO.2	RANK ON TEST NO.3	RANK ON TEST NO.4	SUM OF RANKS ON TESTS	FINAL ACH. RANK	P.L.R.	P.L.R. RANKS	DIFF. IN ACH. and P.L.R. RANKS	EF-FORT MARK	ACH. MARK %
A	2.5	11.0	6.5	9.0	29.0	5.0	119	1.0	4.0	B	88
B	5.0	3.5	6.5	3.5	18.5	2.0	113	2.0	0.0	B	93
C	9.0	11.0	15.0	15.5	50.5	13.0	110	3.0	10.0	C	82
D	1.0	3.5	2.0	9.0	15.5	1.0	109	4.0	4.0	B	95
E	19.0	14.0	14.5	6.0	54.0	15.0	105	5.0	10.0	C	80
F	25.0	25.0	10.0	21.5	81.5	24.0	95	6.0	18.0	C	65
G	16.0	20.0	20.0	15.5	71.5	19.0	91	7.0	12.0	C	76
H	17.0	19.0	20.0	9.0	65.0	17.0	90	8.5	8.5	C	78
I	4.0	3.5	6.5	9.0	23.0	3.5	90	8.5	5.0	B	92
J	11.0	11.0	18.0	3.5	43.5	9.0	89	10.5	1.5	B	84
K	13.0	22.0	3.5	1.5	40.5	8.0	89	10.5	2.5	B	85
L	11.0	16.0	3.5	10.0	49.5	12.0	84	12.0	0.0	B	83
M	6.0	3.5	10.0	12.0	31.5	6.0	83	13.0	7.0	A	87
N	21.5	7.5	22.0	25.0	76.0	21.0	81	14.0	7.0	C	74
O	7.5	7.5	17.0	15.5	47.5	11.0	78	15.0	4.0	B	83
P	2.5	14.5	1.0	15.0	23.0	3.5	77	16.5	13.0	A	92
Q	7.5	11.0	12.0	15.5	46.0	10.0	77	16.5	6.5	A	84
R	20.0	18.0	24.0	15.5	77.5	22.0	76	18.0	4.0	B	72
T	21.5	3.5	20.0	24.0	69.0	18.0	75	19.0	1.0	B	77
U	23.0	21.0	13.0	21.5	78.5	23.0	71	21.0	2.0	B	70
S	14.5	3.5	10.0	9.0	37.0	7.0	72	20.0	13.0	A	86
V	11.0	17.0	16.0	15.5	59.5	16.0	70	22.5	6.5	A	79
W	14.5	11.0	6.5	21.5	53.5	14.0	70	22.5	8.5	A	81
X	18.0	23.0	23.0	21.5	85.5	25.0	58	24.0	1.0	B	60
Y	24.0	24.0	25.0	1.5	74.5	20.0	56	25.0	5.0	B	76

HABITS AND ATTITUDES DESIRABLE FOR SOCIAL AND VOCATIONAL ACCEPTABILITY JOHN HAY HIGH SCHOOL, CLEVELAND, OHIO

(The following items are checked as "Deserving Commendation" or "To be Developed" at the close of each semester.)

A-HEALTH

1. Has correct posture
2. Is physically well proportioned
3. Has a clear, healthy skin
4. Has clean, well repaired teeth
5. Has normal eyesight or wears well fitted glasses
6. Wears well fitted shoes with low heels
7. Has an abundance of energy and vitality

B-PERSONAL APPEARANCE

1. Does not chew gum in public
2. Does not use cosmetics to excess
3. Keeps body clean and free from odor
4. Is always neatly dressed with clean and appropriate clothes.
5. Keeps hair clean and neatly groomed
6. Keeps hands clean and nails neatly trimmed
7. Has cheerful outlook on life

C-WORKMANSHIP

1. Is systematic and orderly
2. Is careful and economical in the use of books, papers, and other materials
3. Gives undivided attention to work at hand
4. Is in the right place, at the right time, equipped for work.
5. Completes requirements neatly, accurately, and promptly
6. Strives to improve in spite of difficulties
7. Carries out instructions intelligently
8. Gladly performs any reasonable task assigned

D-HONESTY AND TRUSTWORTHINESS

1. Is quiet and orderly, whether or not the teacher is in the room
2. Is reliable in performing errands and in keeping appointments and other agreements
3. Returns borrowed articles promptly and in good condition
4. Endeavors to restore lost property to the owner
5. Does not take property of others without their consent
6. Admits mistakes and wrongdoings and tries to make amends
7. Does not cheat in any classroom situation

E-COURTESY AND CONSIDERATION

1. Uses correct table manners
2. Laughs and talks quietly

3. Observes courtesies practiced by a lady or gentleman
4. Does not comb hair, powder face, or clean nails in public
5. Is attentive and considerate when someone else is talking
6. Is tactful, avoids saying or doing that which would annoy or pain another
7. Regards older people and superiors with respect
8. Has a spirit of helpfulness toward others

F-SELF CONTROL AND OBEDIENCE

1. Submits gracefully to an unavoidable inconvenience or loss
2. Refrains from giving alibis, sulking, or being insolent when reproved
3. Does not procrastinate
4. Does not meddle in or gossip about other people's affairs
5. Keeps temper and refrains from quarreling
6. Responds quickly and cheerfully to requests and directions from those in authority
7. Does the things he knows he should do even if it requires courage

G-INITIATIVE AND SELF RELIANCE

1. Is responsive in acting upon suggestions as to better ways of doing things
2. Finds of own accord information and material that will be useful in class activities
3. Is resourceful in finding useful things to do when the assigned tasks have been finished
4. Thinks and acts independently, yet realizes when help is desirable
5. Has courage to make a choice and courteously adheres to it until proven wrong
6. Makes himself responsible for what is going on in the classroom and finds out what he has missed while absent

H-SPORTSMANSHIP

1. Demands no more than his fair share of time and attention
2. Is square, honest, and follows the rules of the game
3. Works for his team or group rather than for himself
4. Praises the good work of opponents or rivals
5. Accepts penalties without complaint
6. Is a cheerful loser and a modest winner
7. Expects no special favors or privileges

I-CITIZENSHIP

1. Supports a candidate because of his fitness for the position
2. Performs satisfactorily the duties of any position which he holds
3. Observes school rules governing halls, classes, fire drills, luncheon and study periods
4. Is sympathetic with the opinions of others, including those who differ with him

5. Participates in group activities and school enterprises
6. Assists heartily in measures to prevent disease and sickness, such as taking care in case of colds
7. Takes pride in his group and school, and tries to foster a good spirit

---

EXCERPTS FROM THE REPORT CARD OF THE NEW TRIER TOWNSHIP HIGH SCHOOL, WINNETKA, ILLINOIS

Adviser

Name.....

Subject	Month 1	2	3	Final Sem. Mark	Quan. Crs.	Qual. Pts.

The numbers in the spaces below indicate the reasons for low grades given each month in each subject. These numbers refer to reasons in the table below.

1st	2nd	3rd	Sem.

Your child's Scholarship Average is shown below.

Per cent of those whose averages are HIGHER	LOWER	Month 1	2	3	Sem.
0	99				4.00
1	96				3.75
4	93				3.50
7	86	Honor Roll----			3.25
14	77	Hon.Mention---			3.00
23	67				2.75
33	56				2.50
44	44	Sch.Ave. 2.14			2.25
56	31				2.00
69	21				1.75
79	15				1.50
85	8				1.25
92	4	----------			1.00
96	2	Delinquent			.75
98	1				.50
99	0.3				.25
99.7	0.0				.00

Teachers' Reasons for Low Grades

1. Indifference
2. Wrong attitude
3. Lack of study
4. Work incomplete
5. Work below standard
6. Home work poor
7. Careless work
8. Tests poor
9. Fundamentals poor
10. Subject difficult
11. Absence-poor reason
12. Absence-good reason
13.
14.

Adviser's Notes

15. Lack of responsibility
16. Tardiness
17. Discipline

Parent's Signature
1st Month
2nd Month
3rd Month

Value of grades in Credits and points for a Semester's work in a major

	Quan. Credits	Qual. Points
A	2½	10
B	2½	7½
C	2½	5
D	2½	2½
E	0	0

Explanation of Grades

A-Excellent or Superior Work
B-Good, Above Average Work
C-Fair, Average Work
D-Poor but Passable Work
E-Failure, Below Passing

Class Membership

Freshman-Graduation from 8th grade
Sophomore--Min. 15 credits-23 pts.
Junior-----Min. 37 credits-56 pts.
Senior-----Min. 60 credits-90 pts.
Graduation-Min. 85 credits-128 pts.

MEDIAN METHOD OF GRADING
MAINE TOWNSHIP HIGH SCHOOL, DES PLAINES, ILLINOIS

Explanation: Each grade, arrived at as usual, is divided by the middle, or median grade. Arrange the grades numerically. If there are 21, the 11th is the median. If there are 20, add the 10th and 11th grades, and divide by two.

TABLE

Median Grade	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
60	80	79	78	77	76	75	75	75	75	75	75	75	75	75	75	75
61	81	80	79	78	77	76	75	75	75	75	75	75	75	75	75	75
62	83	82	81	79	78	78	77	76	75	75	75	75	75	75	75	75
63	84	83	82	81	80	79	78	77	76	75	75	75	75	75	75	75
64	85	84	83	82	81	80	79	78	76	76	75	75	75	75	75	75
65	87	86	85	83	82	81	80	79	78	77	76	75	75	75	75	75
66	88	87	86	85	84	83	81	80	80	79	78	77	76	75	75	75
67	89	88	87	86	85	84	83	82	81	80	79	78	77	76	75	75
68	91	89	88	87	86	85	84	83	82	81	80	79	78	77	76	76
69	92	91	90	88	87	86	85	84	83	82	81	80	79	78	78	77
70	93	92	91	90	89	88	86	85	84	83	82	81	80	80	79	78
71	95	93	92	91	90	89	88	87	86	85	84	83	82	81	80	79
72	96	95	93	92	91	90	89	88	87	86	85	84	83	82	81	80
73	97	96	95	94	92	91	90	89	88	87	86	85	84	83	82	81
74	99	97	96	95	94	93	91	90	89	88	87	86	85	84	83	82
75	100	99	97	96	95	94	93	91	90	89	88	87	86	85	84	83
76	101	100	99	97	96	95	94	93	92	90	89	88	87	86	85	84
77	103	101	100	99	97	96	95	94	93	92	91	90	89	88	87	86
78	104	103	101	100	99	98	96	95	94	93	92	91	90	89	88	87
79	105	104	103	101	100	99	98	96	95	94	93	92	91	90	89	88
80	107	105	104	103	101	100	99	98	96	95	94	93	92	91	90	89
81	108	107	105	104	103	101	100	99	98	96	95	94	93	92	91	90
82	109	108	106	105	104	103	101	100	99	98	96	95	94	93	92	91
83	111	109	108	106	105	104	102	101	100	99	98	97	95	94	93	92
84	112	111	109	108	106	106	104	102	101	100	99	98	97	96	94	93
85	113	112	110	109	108	106	105	104	102	101	100	99	98	97	96	94
86	115	113	112	110	109	108	106	105	104	102	101	100	99	98	97	96
87	116	114	113	112	110	109	107	106	105	104	102	101	100	99	98	97
88	117	116	114	113	111	110	109	107	106	105	104	102	101	100	99	98
89	119	117	116	114	113	111	110	109	107	106	105	103	102	101	100	99
90	120	118	117	115	114	113	111	110	108	107	106	105	103	102	101	100
91	121	120	118	117	115	114	112	111	110	108	107	106	105	103	102	101
92	123	121	119	118	116	115	114	112	111	110	108	107	106	105	103	102
93	124	122	121	119	118	116	115	113	112	111	109	108	107	106	104	103
94	125	124	122	121	119	118	116	115	113	112	111	109	108	107	106	104
95	125	125	123	122	120	119	117	116	114	113	112	110	109	108	107	106
96	125	125	125	123	122	120	119	117	116	114	113	112	110	109	108	107
97	125	125	125	124	123	121	120	118	117	115	114	113	111	110	109	108
98	125	125	125	125	124	123	121	120	118	117	115	114	113	111	110	109
99	125	125	125	125	125	124	122	121	119	118	116	115	114	113	111	110
100	125	125	125	125	125	125	124	122	120	119	118	116	115	114	112	111
Median	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90

Suggestions: Maximum, 125; mimimum, 75; passing grade, 85; recommendation grade, 95; from 75 to 84, failing; from 85 to 94, 10 per cent less than unit credit; from 95 to 105, unit credit; from 106 to 115, 5 per cent more than unit credit; from 116 to 125, 10 per cent more than unit credit.

Your opinion, adverse or favorable, in regard to the Median Method will be gratefully received and appreciated by our board and faculty.

Maine Township High School
Des Plaines, Illinois

PUPIL EFFICIENCY CHART-SENIOR HIGH SCHOOL, TRENTON, N. J.

(Revised-February 1, 1930)

Score derived from marks earned in all subjects

R.A.I.	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
140-up	E	E	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B'	A-	A	A
139	E	E	E	E	E	E	E'	D-	D	D	D'	C-	C	C	C'	B-	B	B'	A-	A	A
130	E	E	E	E	E	E	E'	D-	D	D	D'	C-	C	C	C'	B-	B	B'	A-	A	A
129	E	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C	C'	B-	B	B'	A-	A	A
125	E	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C	C'	B-	B	B'	A-	A	A
124	E	E	E	E	E	E'	D-	D	D	D'	C-	C	C	C	C'	B-	B'	A-	A	A	A
120	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C	C'	B-	B	B'	A-	A	A	A
119	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C	C'	B-	B	B'	A-	A	A	A
118	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C	C'	B-	B	B'	A-	A	A	A
117	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B	B'	A-	A	A	A
116	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B	B'	A-	A	A	A
115	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B	B'	A-	A	A	A
114	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B'	A-	A	A	A	A
113	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B'	A-	A	A	A	A
112	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B'	A-	A	A	A	A
111	E	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B'	A-	A	A	A	A	A
110	E	E	E	E	E'	D-	D	D	D'	C-	C	C	C'	B-	B'	A-	A	A	A	A	A
109	E	E	E	E	E'	D-	D	D'	C-	C	C	C	C'	B-	B'	A-	A	A	A	A	A
108	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B'	A-	A	A	A	A	A
107	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B'	A-	A	A	A	A	A
106	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B'	A-	A	A	A	A	A
105	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B	B'	A-	A	A	A	A	A
104	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B'	A-	A	A	A	A	A	A
103	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B'	A-	A	A	A	A	A	A
102	E	E	E	E	E'	D-	D	D'	C-	C	C	C'	B-	B'	A-	A	A	A	A	A	A
101	E	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A
100	E	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A
99	E	E	E	E	E'	D-	D'	C-	C	C	C'	B-	B'	A-	A	A	A	A	A	A	A
98	E	E	E	E	E'	D-	D'	C-	C	C	C'	B-	B'	A-	A	A	A	A	A	A	A
97	E	E	E	E	E'	D-	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A
96	E	E	E	E	E'	D-	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A
95	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A
94	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A
93	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A
92	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A
91	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A
90	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A
89	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A
88	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A
87	E	E	E	E'	D-	D	D'	C-	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A
86	E	E	E	E'	D-	D'	C-	C	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A
85	E	E	E	E'	D-	D'	C-	C	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A
84	E	E	E	E'	D-	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A	A
83	E	E	E	E'	D-	D'	C-	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A	A
82	E	E	E'	D-	D	D'	C-	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A	A
81	E	E	E'	D-	D	D'	C-	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A	A
80	E	E	E'	D-	D	D'	C-	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A	A
79	E	E	E'	D-	D	D'	C-	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A	A
78	E	E	E'	D-	D	D'	C-	C'	B-	B	B'	A-	A	A	A	A	A	A	A	A	A
77-75	E	E	E'	D-	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A	A	A
74-70	E	E	E'	D-	D'	C-	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A	A	A
69-68	E	E'	D-	D'	C-	C	C'	B-	B	B'	A-	A	A	A	A	A	A	A	A	A	A
67-65	E	E'	D-	D'	C-	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A	A	A	A
64-55	E	E'	D-	D'	C-	C	C'	B-	B'	A-	A	A	A	A	A	A	A	A	A	A	A
54- 0	E	E'	D-	D'	C-	C'	B-	B	B'	A-	A	A	A	A	A	A	A	A	A	A	A
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

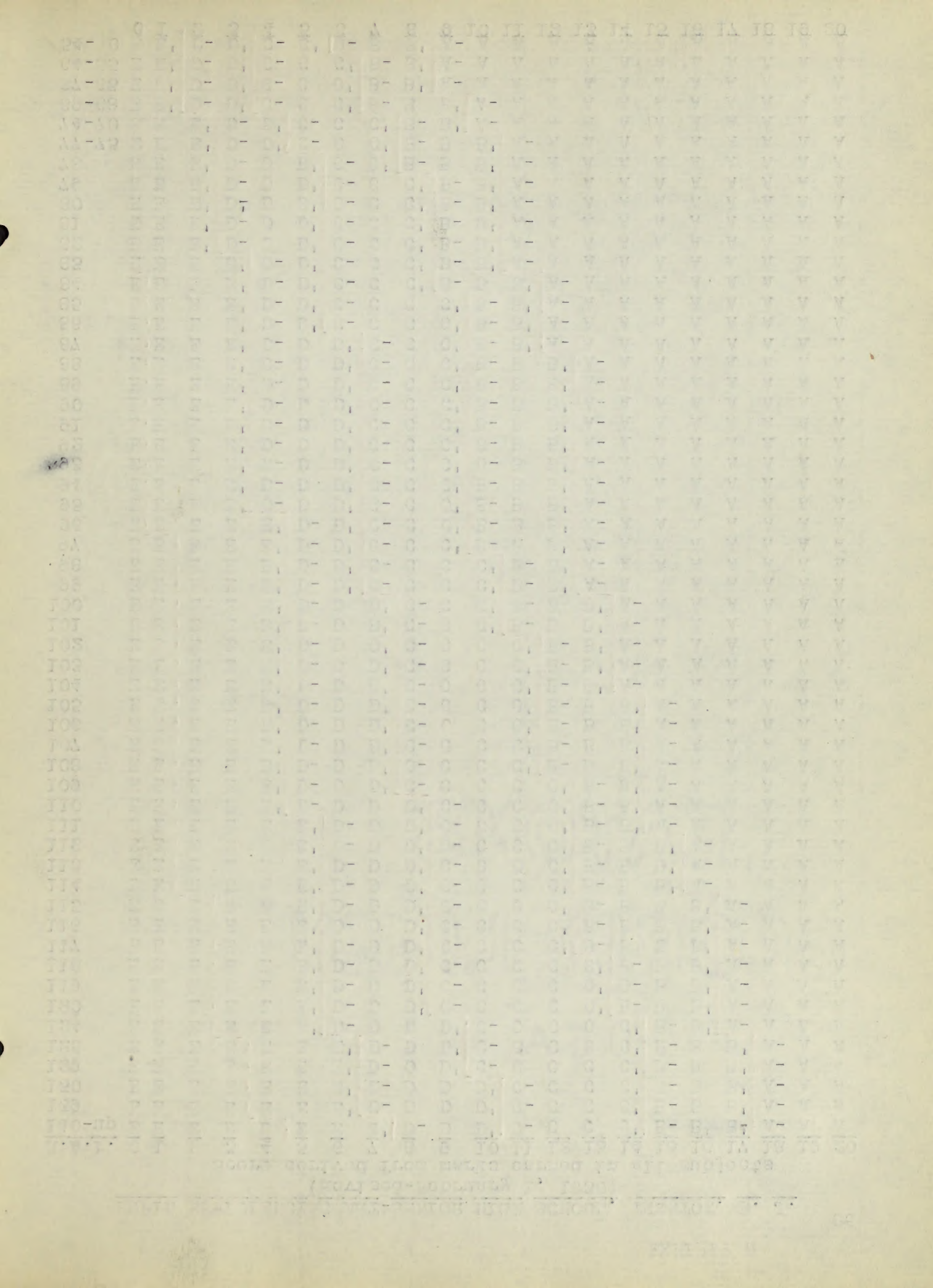


EXHIBIT I

TEACHER EFFICIENCY CHART-SENIOR HIGH SCHOOL, TRENTON, N. J.

Course No. 13 A Teacher B.C. Doe Date: Month Oct. Year 1930

R.A.I.	Ratings					Totals
	E	D	C	B	A	
Under 50		•				1
50- 54.5						
55- 59.5			•			1
60- 64.5	••		::			7
65- 69.5	•	•••	•		•	6
70- 74.5	•	••	::	•		8
75- 79.5	•	• ::	•••	•		10
80- 84.5		••	::::	••		13
85- 89.5		••	••		•	5
90- 94.5		•	:::	••	•	10
95- 99.5		•	•••	•••	•	8
100-104.5		•	••			3
105-109.5		•			•	2
110-114.5			••	•••	•	6
115-119.5	•	•	••	•		5
120-124.5		•	:	•	•	6
125-129.5						
130-134.5			•			1
135-139.5						
140-and over						
Totals	6	21	44	14	7	92
Score	0	21	88	42	28	179

Median R. A. I. 85 Norm for Median 1.5 Teacher's Index 1.3

The distribution on this chart shall always account for all pupils enrolled in this course number except: (1) those who left the class before the end of the first rating period of the semester; (2) those who were transferred to another class in our school in the same course number.

There will be three groups: (1) those in the class now; (2) those who were double E'd; (3) those who discontinued the course after the first rating period. The rating for those in the last group shall be the rating at the time the pupils left. Use a blue pencil to dot the position of the pupils who were double E'd, and a red pencil to dot the position of the pupils who left.

Pupils not Distributed Above

Name	Reason	Rating or Probable Rating

(Please check these totals in your class register.)

TEACHERS EXPLICABILITY CHART--SENIOR HIGH SCHOOL, TEMPLETON, N. J.

Course No. 13 A Teacher M. E. Poe Date: Month Oct. Year 1930

M.A.I.	Ratings					Totals
	A	B	C	D	E	
Under 80					.	1
80- 84.9						
85- 89.9			.			1
90- 94.9		..	::.			4
95- 99.9		.	. ...		.	5
100-104.9		.	:: ..	.		6
105-109.9		.	... ::	.		10
110-114.9		..	:::: ..			13
115-119.9		..	::		.	8
120-124.9		..	::: ..		.	10
125-129.9		.	... ...		.	9
130-134.9		.	..			3
135-139.9		.			.	2
140-and over			:: ...		.	6
Totals	0	21	44	14	7	92
Score	0	30	88	42	28	170

Median T. A. I. 85 Norm for Median I.Q. Teacher's Index I.3

The distribution on this chart should always account for ALL pupils enrolled in this course except: (1) those who left the class before the end of the first rating period of the semester; (2) those who were transferred to another class in our school in the same course number.

There will be three groups: (1) those in the class now; (2) those who were double E'd; (3) those who discontinued the course after the first rating period. The rating for those in the last group shall be the rating at the time the pupils left. Use a blue pencil to dot the position of the pupils who were double E'd, and a red pencil to dot the position of the pupils who left.

Pupils not Distributed Above

Name Reason Rating or Probable Rating

(Please check these totals in your class register.)

SUGGESTED CRITERIA FOR PUPIL STUDY AND EVALUATION NEWTON PUBLIC SCHOOLS, NEWTON, MASSACHUSETTS

PHYSICAL HEALTH

Posture

Defects-speech, ears, eyes, heart, T. B. contacts, tonsils and adenoids, glands

Attendance

Weight-emphasis on gain

Muscular co-ordination

Nervous tension

Physical abuse-over sex tendencies

Normal adolescent adjustment and growth

Vitality
- Easily fatigued
- Power of endurance
- Physical exuberance, "pep"

Health habits
- Sleep and rest
- Food
- Elimination
- Cleanliness
- Protecting associates from contagion and infection

MENTAL HEALTH

Security and Insecurity

Self-control

Compensations and escapes

Sense of humor

Supersensitiveness

Courage

Conformist

Aggressiveness

EXHIBIT 1

SUGGESTED CRITERIA FOR PUPIL STUDY AND EVALUATION
NEWTON PUBLIC SCHOOLS, NEWTON, MASSACHUSETTS

PHYSICAL HEALTH

Posture

Defects-speech, ears, eyes, heart, T. B. contacts, tonsils and adenoids, glands

Attendance

Weight-emphasis on gain

Muscular co-ordination

Nervous tension

Physical abuse-over sex tendencies

Normal adolescent adjustment and growth

Vitality
Easily fatigued
Power of endurance
Physical exuberance, "pep"

Health habits
Sleep and rest
Food
Elimination
Cleanliness
Protecting associates from contagion and infection

MENTAL HEALTH

Security and Insecurity

Self-control

Compensations and escapes

Sense of humor

Superessentivenss

Courage

Conformist

Aggressivenss

Swayed by moods

Jealousy and envy

Frustrations

Evasions

Feelings of inferiority or fears

Sense of proportion

Ability to relax

Adaptability

SOCIAL ADJUSTMENTS

Consideration of others

Appreciates other viewpoints

Willing to participate in group activities

Leader or follower

General attitudes
- Desire for improvement
- Obedience
- Trustworthiness
- Dependability
- Respects majority decision

Cleanliness and personal appearance

Maturity for group

Boy and girl relationships

WORK HABITS

Application

Concentration

Perseverance

Span of attention

Accuracy

Work Tempo

EXHIBIT 1 (cont.)

Swayed by moods

Jealousy and envy

Frustrations

Evasions

Feelings of inferiority or fears

Sense of proportion

Ability to relax

Adaptability

SOCIAL ADJUSTMENTS

Consideration of others

Appreciation other viewpoints

Willing to participate in group activities

Leader or follower

General attitudes
Desire for improvement
Obedience
Trustworthiness
Dependability
Responds realonly regulation

Cleanliness and personal appearance

Neatness for group

Boy and girl relationships

WORK HABITS

Application

Concentration

Perseverance

Span of attention

Accuracy

Work Tempo

Uses time judiciously

Initiative

Reliability

Follows directions

Neatness and orderliness

Responsibility

Seeks assistance

Makes independent use of reference material

Resourcefulness

Thoroughness

Punctuality

Work Characteristics

ACHIEVEMENT

Relation to capacity
- Better work than might be expected
- What is expected
- Less than might be expected

Influence of
- Interest on achievement
- Physical health
- Educational foundation
- Mental health

- Home background
- Social adjustment
- Outside activities

Makes creative contributions

Improvement effected since last report
- Normal growth
- Exceptional growth

Achievement Test Results

Meets requirements of course in case of college divisions

Standards of Accomplishment

REPORT DATA FORM IN USE IN THE NEWTON PUBLIC SCHOOLS
NEWTON, MASSACHUSETTS

Last Name	First Name	Initial	Newton Public Schools Newton, Mass. Report Data Form
Grade	H.R.	Curriculum	Div.	Date	
Due	Teacher		Subject
PUPIL IS.....IN THE PROPER CURRICULUM.			PUPIL IS.....IN THE PROPER DIVISION.

Physical Health

Mental Health

Social Attitudes

Work Habits

Achievement

Form No. G-1

PARENT CONFERENCE CHECK LIST IN USE IN THE NEWTON PUBLIC SCHOOLS
NEWTON, MASSACHUSETTS

Last Name	First Name	Initial	Newton Public Schools Newton, Mass. Parent Conference Check List
Grade / H.R.	Curriculum	Div. / Date	

Teacher	Subject	Do you wish to confer with this Pupil's Parent?	Comments

Summaries of Conferences may be written on the back of this sheet. File in Pupil's Folder.

Form No. G-2

Teacher	Subject	Be you at to confer with this Pupil's room?	Comments

Summaries of Conferences may be written on the back of this sheet. File in Pupil's folder.

Form No. B-6

SAMPLE CASES ILLUSTRATING THE USE OF THE NEW PUPIL EVALUATION FORMS AND PROCEDURES, NEWTON PUBLIC SCHOOLS NEWTON, MASSACHUSETTS

While material on different kinds of pupils has been presented, there is no thought that teachers should attempt to set up these sample situations as categories in which to place pupils. They are presented merely to indicate how the reports and teachers' evaluations will vary from child to child.

THE JUNIOR HIGH SCHOOL

Sample Case No. 1

John is a junior high school boy of average ability who is doing, for the most part, what is expected of him. (a normal situation)

The following are the reports from his subject teachers;

SCIENCE

Physical Health	
Mental Health	Good sense of humor, apparently happy in Science.
Social Adjustment	Participates in group activities, can be depended upon to do his share of the group work. Takes pride in personal neatness.
Work Habits	Applies himself to his work, uses time wisely. Willing to ask for help when necessary.
Achievement	Doing all the work that is expected of the group with special success in experimental work.

ENGLISH

Physical Health	
Mental Health	John is interested in English and enjoys both the oral and written work.
Social Adjustment	He often takes a leading part in class work and pays attention when others are talking.
Work Habits	His written work could be neater and more legible.
Achievement	But otherwise he is doing well.

SOCIAL STUDIES

Physical Health	
Mental Health	John is a good sport.
Social Adjustment	He participates enthusiastically in all class activities.
Work Habits	Works successfully by himself.
Achievement	Progress is all that is expected.

MATHEMATICS

Physical Health	
Mental Health	Aggressive in that he tries to meet any new requirements.
Social Adjustments	Works well with group, but shows independent thought.
Work Habits	Accurate, neat, does assigned class and home work.
Achievement	Is meeting all requirements, working above minimum standards of this group.

FOREIGN LANGUAGE

Physical Health	
Mental Health	Shows fine spirit; not embarrassed by errors.
Social Adjustment	Is well placed socially.
Work Habits	Although he does not waste time, his inaccuracies in vocabulary are possibly due to careless writing. Translation shows good understanding. He needs to give more attention to details of vocabulary.
Achievement	

WOODWORK

Physical Health	
Mental Health	Likes woodwork.
Social Adjustment	Attends to business and does not interfere with others.

Work Habits	Works too hurriedly to get well-finished products.
Achievement	What is said above regarding work habits applies.

The following letter written by the homeroom teacher is based upon the preceding data and would be suitable to send to all homes other than those where English is not the mother tongue.

My dear Mr. and Mrs.--------:

John's record for the first half-year is, on the whole, satisfactory. He is interested in school, and seems to enjoy his work. He works well by himself and with the group.

He is willing to ask for help when necessary. He not only takes a leading part in class discussion, but also pays attention when others are talking.

His most apparent weakness is in lack of attention to detail, as shown by poorly finished written and manual work. This may be a factor in his Latin vocabulary difficulty.

While he is, in general, carrying Mathematics, Social Studies, and Science well, his Latin, English, and Woodwork would be improved by greater care.

Sincerely yours,

The following letter would be sent to homes where English is not the mother tongue.

My dear Mr. and Mrs.----------:

John likes school and likes to learn. He can work well both by himself and with others.

He asks for help when he needs it. He tries to take his part when the class is reciting and also listens when someone else is talking.

He does not do as well in writing, woodworking, and English as in his other studies. He would do better in these if he worked more slowly and carefully,

Yours sincerely,

Other samples of possible letters follow.

This letter is suitable in cases where parents will appreciate this kind of analysis.

My dear Mr.------:

In passing through the adolescent stage, Carl's physical growth has apparently led to a lack of co-ordination. This is evidenced by the fact that all his subject teachers have commented upon oversensitiveness, self-consciousness, and failure to participate in group activities. Furthermore, he is too easily amused at the faults of others.

At times he shows initiative in Science, but, in general, he is unreliable in carrying out assigned tasks. He shows lack of concentration and serious attitude toward his own success. Only with careful supervision does he approach satisfactory results. You can help by insisting on completion of homework.

His work in Social Studies, Foreign Languages, and Printing is not satisfactory. Mathematics, Science, and English show only mediocre results, in comparison with the standard which his subject teachers feel he should attain.

It is mutually agreed that efficient application will improve his standing.

Yours sincerely,

The following letter would be suitable to send in the case of a girl who is taking the College Course but is work-

ing below her ability.

My dear Mr. and Mrs.--------:

Helen's teachers continue to report that she is not carrying the work of the college course as well as she could. Her apparent effort is poor. This is especially noticeable in her disregard of home lesson assignments.

Her successes thus far are insufficient for the completion of the outlined essentials of this school year. She needs greater application if the work expected in the group with which she is now placed, is to be accomplished.

Her attention to details, penmanship, class discussion, and recitation is not in accordance with our expectations, resulting in failure to get what is necessary. This same lack is found in her genefal attitude toward all school activities.

We feel sure that she can do better if she will make the effort.

Very sincerely,

A letter concerning an average child who is generally doing as well as can be expected;

Dear Mr. and Mrs.---------:

Joan has done fine work in English, Social Studies, and French. As she finds her work in Mathematics rather difficult, we suggest that she continue to get help during the seventh period. Because her work habits are fine this should result in the desired improvement.

She is active on the school paper and can always be relied upon to carry a thing through to the end.

Sincerely yours,

Another letter for somewhat the same purpose;

Dear Mr. and Mrs.-------:

In spite of the great effort Henry is making, he is not able to do the kind of work required in College Preparatory subjects. His subject teachers still feel that he is being called upon to do something that is beyond what should be expected of him. He is developing, as a result, a feeling of inferiority and sense of defeat.

Henry is an active and dependable member of the school safety patrol, and is in all ways a model school citizen.

Sincerely yours,

_____

SPECIMEN LETTER REPORTS AND REPLIES
THOMAS STARR KING JUNIOR HIGH SCHOOL
LOS ANGELES, CALIFORNIA

Dear Mrs. H-------;

I am pleased to write to you again about Dorothy's work at school. She is an exceptional pupil and does superior work in practically every subject. The physical education teacher says Dorothy is twelve pounds under weight but this could possibly be attributed to the fact that she has grown very rapidly.

Sincerely,

Note from parent in answer to the above letter.

Dear Miss T-------;

I wish to acknowledge and thank you for your lovely letter concerning Dorothy's work in school, and am very glad to hear that she is doing so well.

Dorothy is very much interested in her work and I wish to thank you and her other teachers for the splendid help and teaching that she is receiving.

Sincerely,

Dear Mrs.-------;

We are all very proud of Shirley's development in A 8. In all classes she is doing either very good or excellent work. She deserves credit for the effort she puts forth. She is very conscientious, reliable, and a very fine girl in every respect.

Sincerely,

Parent's reply.

Dear Miss W-------;

Mr. G----- and I were very happy tonight to receive such a satisfactory note from you, as

a report of Shirley's work and conduct in school this term. She has been most enthusiastic over her study work at home and seems to be comprehending more easily. Let us thank you for your fine help and splendid interest in her. I hope to spend a day soon in her classes.

Sincerely,

Dear Mrs. R-------;

David's teachers have reported to me the results of his first ten weeks' work and I find them quite satisfactory, especially in music, where he is doing superior work. His attitude, however, is not what it should be, for he is not at all steady-he is very irresponsible and is apt to try to bother those around him when he should be studying. David is not a bad boy, but I should like to see him settle down to business, sooner than he does, for his own good. Feel perfectly free to come to school to visit any time that is convenient for you.

Sincerely,

Note from parent in answer to the above letter.

Dear Miss H-------;

I hope to come to see you soon; in the meantime, thank you so much for your letter about David. We are trying to cope with that same thing at home and interpret it as a tendency on his part to show off-and feel if he would only be made to see that it defeats its own end, we should have got a long way toward curing it. It is gratifying to know that you are interested in the boy.

Sincerely,

BOSTON UNIVERSITY
1 1719 02555 7085